

CURRICULUM JOURNAL

VOLUME 14: NUMBER 4

APRIL, 1943

News Paragraphs

FROM THE EXECUTIVE SECRETARY. On March 27-30 the Board of Directors of the new organization met in Chicago for major policy planning for the coming year. This is a critical period for our organization and for education. Our board members realize this, and as proof of their willingness to do a sincere and conscientious job, they dug into their own pockets to pay expenses to the Chicago meeting. The Executive Committees of many other organizations met in Chicago at the time of the meeting of our Board of Directors. Half of the time of the four-day conference was given to joint meetings of these organization leaders.—*Ruth Cunningham*.



STUDY OF SAN FRANCISCO ELEMENTARY CURRICULUM. The Board of Education in San Francisco, on the recommendation of Superintendent Nourse, has authorized the appointment of a committee to study the curriculum in the elementary schools. For some time there was an official in San Francisco with the title, Director of Curriculum. The work of this official consisted chiefly of the study of curriculum problems in the secondary school. A number of reports on particular subjects in the elementary school have been made from time to time by committees of teachers and principals,

but no comprehensive study or report has been made in recent years.

A series of articles has recently been published in one of the San Francisco newspapers, criticizing the outcome of the work of the schools. The demands of the armed forces, as well as those of the peacetime occupations, have led to further questioning concerning the curriculum and the teaching in the schools. The purpose of the study about to be made is to make a comprehensive review of the present conditions of the community, character of the school population, and of the teaching in the schools, to determine whether suggestions can be made for the improvement of the practice in the elementary schools. The purpose is not either to justify or to deny criticisms which are made of the schools, but to attempt a constructive evaluation.

The study is to be made by a joint committee composed of three outsiders: President Frank W. Thomas, Fresno State College; Professor David H. Russell, University of California, Berkeley, and Dean Frank M. Freeman, also from the University of California, chairman of the committee; and three principals—Miss Susie J. Convery, Miss Aileen McCarthy, and Miss Alice J. Walsh. Dr. Lillie Lewin Bowman will serve as technical assistant. Experts will be called in from time to time to assist on the particular problems. It is hoped that a report can be made by the early summer.

A LETTER FROM PROFESSOR BOBBITT.¹ It is bad publicity, I suspect, for an educator to have it said of him that there is anything that he does not know, or even that there ever was a time when there was something that he did not know. It is this omniscience that constitutes one an "authority."

And yet, I prefer Mr. Hobson's method of characterizing my work as a process of floundering and groping and gradually finding what seems to be truth—at least a little—relative to some of the foundations of education. While the profession is interested neither in the things found nor in the explorer, yet I am convinced that it must travel the same road through decades of painful floundering and groping, now so evident on every hand, as it gradually finds those same foundations. Could it learn through language, it could greatly shorten the long travail and thereby bring inestimable benefits to a generation whose future now looks dark indeed. But, unfortunately, it cannot learn in such easy way. In spite of its childlike faith in the power of language, the halting advance of its professional understanding proves that no one, however good his intentions and however high his I.Q., learns fundamentals through merely being given them in the abstract by means of language. As a consequence, it seems that the profession, like the individual, and as individuals, must travel the long road of bafflement and frustration before it can understand. Process must be commensurate with product.

I was afraid that Mr. Hobson was going to write simply a more extended

Who's Who sketch with laudation. That would have been but to present the misleading superficial appearances. But actually he got at the essences rather than the externals. I wish I could read a similar inner history—at greater length—of others who have been recently grappling with what they think to be the fundamental problems of the educative process.—Franklin Bobbitt.



PROGRESSIVE EDUCATION ASSOCIATION HAS GOALS—A REPLY. I have just read Robert Holmes Beck's article on American Progressive Education: 1875-1930, which appeared in the March number of this journal. His historical analysis is substantially correct with the exception that he omits the vitally important influence of the Francis W. Parker School in Chicago, which was established as the Chicago Institute by Colonel Parker and his old Chicago Normal School faculty, and then was headed by one of Colonel Parker's best teachers, Flora J. Cooke, until well along in the 1930's. Many of the progressive schools which had their origin between 1900 and 1920 were direct or indirect outgrowths of the work at the Francis W. Parker School.

Mr. Beck goes far astray, however, in connection with the movement during recent years. It does not have a creed, but it does have direction. The Progressive Education Association has published a clear and scholarly statement of the philosophy of the movement prepared by Professor Albery of Ohio State University and a special committee appointed by the Board of Directors of the association—this was published in May, 1941, in the magazine, *Progressive Education*, un-

¹In this letter Professor Bobbitt comments on Cloy S. Hobson's sketch of his professional career which appeared in the January, 1943, number of the Curriculum Journal.

der the title, "Progressive Education: Its Philosophy and Challenge."

The early child-centered movement of the association shifted in the 1930's to include what Colonel Parker and John Dewey from the beginning included, but what was less emphasized prior to the depression—a strong emphasis on the development of social responsibility and the improvement of society through this emphasis.

In my "A Living Philosophy of Education" I have further subdivided these two aspects of the present movement into four: (1) the attempt to give each child the satisfaction of his basic human needs—physical health and emotional adjustment (mental hygiene plays a very important part in the modern progressive school); (2) development of individual interests, aptitudes, and potentialities (this is an extension of the creative work and opportunity for original thinking and research that characterized the child-centered school); (3) mastery of the useful aspects of the commonly used skills and conventions of communication and calculation; and orientation (geographical, historical, and scientific) in the present world; this learning must be functional, in close relation to the child's experience and maturity; (4) the development of a strong sense of social responsibility through democratic classroom procedures and democratic school administration and through close contact with community needs and regional, national, and international problems.

These goals are definite and are, I believe, accepted by all leaders in the progressive education movement. With clear-cut goals generally accepted and striven toward, the progressive education movement cannot be said to be without direction. The publications

of the Progressive Education Association give clear evidence that these objectives are held and that active work is going forward toward achieving them.—Carleton Washburne, Winnetka Public Schools.



COLLEGES TO STUDY HOW SCHOOLS CAN IMPROVE LIVING. Certain rural schools in Kentucky, Florida, and Vermont have begun practical work toward obtaining that better-fed, better-clad, better-housed postwar America to which we all look forward. Day by day, along with the three R's in the regular school program, these schools are teaching their pupils inexpensive ways of improving their own diet, clothes, and houses. These experiments in applied economics are guided by the three state universities and aided by the Alfred P. Sloan Foundation. Now the American Association of Teachers Colleges has decided to study these schools with a view to making this kind of work a standard part of teacher training.

Five colleges in different parts of the country, to be selected by the association's executive committee, will do the laboratory work. First, they will undertake surveys of the economic, social, and educational needs of the communities which they serve and in which their students' practice teaching is done. Then they will try to determine how the curricula in their schools might be better adapted to the particular needs they have discovered. In each of the five colleges one faculty member of unquestioned leadership and with a sincere interest in the curriculum change will be released from teaching duties to direct the study. In the course of his re-

searches, with a view to finding suggestions for his own work, each director will visit the three going experiments in applied economics. In the meantime each of the five college research units will study the eighty-nine special reading books on diet, clothes, and houses prepared for the three experiments by local teachers.



THE SCHOOLS SHOULD CULTIVATE POSITIVE VIRTUES. The announcement from Casablanca that Great Britain and the United States are not seeking indiscriminate revenge upon the mass of the Axis peoples is of special significance to our war-censured schools. The greatest hazard of war for the schools is not that school buildings and equipment may be lacking, nor even that there is a shortage of teachers. The supreme peril is to the ethical concepts and values to which Americans can schools should be irrevocably committed.

The final degradation of education, as particularly revealed in Germany today, comes with the substitution of malice, revenge, hatred, and conceit for mercy, tolerance, good will, and self-respect. Violent and confused rancors, sweeping indictments of entire races and nations are the characteristic weapons of dictators. They are out of place in the education of young people who are to inherit the great tasks of peace and reconstruction.

The soldier in battle may need to be motivated by hatred and revenge. If so, let the Army conduct that kind of training for those who will use it. Meanwhile, the schools should take full advantage of the war to develop in the young such good qualities as valor, thrift, industry, and devotion to

the common welfare; encourage and exemplify high ethical standards; and teach a strong and positive love of freedom and fair play. Young people so educated will contribute most to an early victory and to the achievement of the free and peaceful world for which the war is being fought.—*William G. Carr, Secretary, Educational Policies Commission.*



CURRICULUM WORKSHOP AT CINCINNATI. A curriculum workshop on Saturday mornings was started by the Teachers College, University of Cincinnati, with the opening of the second semester. It deals with special problems of the curriculum subject fields, procedures for the development of units, courses of study in elementary and secondary school subjects, and the preparation of instructional materials and thesis projects. Special attention is given to meeting the needs of committees and individuals at work on courses of study and instructional units.



MICHIGAN COLLEGES KEEP CONSULTANTS BUSY. Institutions affiliated with the Michigan Cooperative Teacher Education Study are making good use of available consultants. Preparation for their visits is made along three lines: first, a committee assumes responsibility for planning the schedule of the consultant after the needs are known; second, committees and individual faculty members formulate clear statements regarding the help which they desire; third, provision is made for meeting with the consultant at the close of the day for an evaluation of the visit. Among consultants rendering such services are Dr. Willard

and
and
e of
people
t to
ieve-
world
nt.—
duc-

Olson, University of Michigan; Dr. Fritz Redl, Wayne University; Dr. Louis Raths, Ohio State University; and Dr. A. N. Zechiel, University of Michigan.



BOOKLET FOR THE HIGH SCHOOL STUDENT. *My Part in This War: Helping on the Home Front* has been issued by the Consumer Education Study of the National Association of Secondary School Principals. Handsomely illustrated, in a large, striking format, this monograph of eighty pages speaks simply and directly to the high school student. It explains the basic needs and problems of a wartime economy—organizing for maximum, well-planned production, the fight against inflation, rationing, conservation, the financing of the war, and the contributions of personal economy. The relation of all this to democratic philosophy is emphasized, and, at every step, the individual's related duty and responsibility are shown. Teaching aids are included. The monograph may be secured from the N.A.S.S.P., 1201 Sixteenth Street, N. W., Washington, D. C., at twenty-five cents per copy, with discounts for quantity orders.



TEACHER REPORTS COMMUNITY DEFICIENCIES TO PARENTS. Miss Haygood, a junior high school teacher in Lexington, Alabama, has had a class continuously for two years. During the core period she gives particular attention to the study of community problems. Her reports for the last two years show that the children have studied the purity of the water supply; the improvement of personal appearance; the study of tuberculosis, the incidence of which is exceptionally

high in the neighborhood; improvement of homes; why we need to know our neighbors (a study of national and racial relations).

The unique feature of Miss Haygood's work is the report that she sends to the parents at the end of a unit. This shows not only what the pupils have learned and what their needs are, but, what is more important, she summarizes the local community deficiencies. For example, the unit on water supply shows that, due to the seepage from a gas tank, the well at Mr. Thompson's store drew one pint of gas with every bucket of water. The report on the tuberculosis unit showed that thirty of the thirty-eight students know someone close to them with tuberculosis. She points out that tuberculosis may be spread by those using the same well, by lack of screening, by lack of proper nutrition, etc. These statements are given with references to specific conditions in the local community. Miss Haygood visited the homes of every one of her thirty-eight pupils. She had a record of conditions in each home; consequently, she knew the problems of her community well.



THE UNIVERSITY OF CHICAGO CONFERENCE ON BUSINESS EDUCATION. The University of Chicago Conference on Business Education will not be held in the summer of 1943 because of war conditions. Participants in any of the conferences and members of the work committee are urged to submit suggestions for emending the reports and materials. Suggestions for changes in the activities of the conference and of the work committee in the immediate war situation will be helpful. But suggestions with re-

spect to the basic assumptions and the statement of principles concerned with the relationships, techniques, and materials of business education will be of more value in the long run.



CURRICULUM LABORATORIES MEET WAR TRAINING NEEDS. With the assistance of local school districts and the cooperation of industry, the United States Office of Education and service branches of the United States Army, industrial curriculum laboratories of the Division of Industrial Education of the Pennsylvania State Department of Education continue to prepare instructional materials for war production training.

Instructional materials for nationwide use in training "Mechanic Learners—Radio" and "Junior Repairmen Trainees—Radio," two civil service ratings of United States Signal Corps personnel, are being prepared at the Department's Field Curriculum Laboratory, which is located in the Mastbaum Vocational School, Philadelphia.



COLLEGE CREDIT FOR GROWTH IN ARMED FORCES. The War and Navy Departments announced that they are preparing tests to assess the educational growth of military and naval personnel during the period of service in the armed forces. Results will be certified upon request to schools and colleges for their evaluation of the educational achievement represented by the test scores. Proposed by the United States Armed Forces Institute Advisory Committee and endorsed by the American Council on Education, the plan has been approved by numbers of regional and national accrediting associations.

It is expected that this testing program will help the servicemen, upon return to civil life, to obtain academic credit for educational growth in service.

Formal courses of instruction are offered by the United States Armed Forces Institute for use by service personnel during off-duty, spare time. Over 500 high school, technical, and college correspondence courses are available from seventy-nine cooperating colleges and universities under contract with the government. The Navy Department is establishing educational service centers on major shore establishments all over the world where formal class instruction will be offered to officer and enlisted personnel on a voluntary basis. Large numbers will see service in foreign countries. Thousands will receive and apply instruction in foreign languages. A comprehensive educational film program, forums, discussion groups, lectures, and exhibits are offered service personnel. The tests to measure this educational growth will be administered upon request and the results placed on record.

The examinations staff for the United States Armed Forces Institute prepares the examinations. This staff is under the general direction of Ralph W. Tyler, university examiner University of Chicago. E. F. Lindquist, professor of education State University of Iowa, is in direct charge of a special group preparing the tests to determine general educational development. Administration of this phase of the educational program for personnel of the armed forces will be in the hands of the United States Armed Forces Institute, which is directed by Colonel Francis T. Spaulding, chief, Education Branch, Special Service Division, War Department.

PUBLICATIONS OF THE A. L. A. ON WAR AND POSTWAR PROBLEMS. The American Library Association (520 North Michigan Avenue, Chicago) is concentrating its attention on providing aid in selecting needed materials on war and postwar problems. *The Booklist* (semimonthly, \$3.00 a year) selects and describes important books and pamphlets on all subjects. Recently it has included many lists of war-related materials. It has issued many special supplements: "Physical Fitness," February 1, 1943; "United States Government Publications and the War," December 15, 1942 (single copies separately, twenty-five cents).

The *A. L. A. Bulletin*, October-December, 1942, had three supplements introducing books on war and postwar issues. These were called "This Is Our War," "America's Future," and "The World Tomorrow." The January and February, 1943, issues listed sources of free and inexpensive war material—pamphlets, kits, films, recordings, posters, radio scripts, etc. Membership in the associations brings the *A. L. A. Bulletin*. Occasional special lists are published by A. L. A. "Mobilizing Our Brain Power," a brief, attractive list of books and pamphlets on war and postwar issues, is available as follows: 100 copies, 50 cents; 500, \$2.00; 1,000, \$3.50; 5,000, \$14.00.



NEW TOOLS FOR LEARNING. The Public Affairs Committee, the New York University Film Library and Recordings Division, and the University of Chicago Round Table are offering coordinated programs of films, recordings, radio transcripts, and pamphlets on current problems vital to every citizen, and especially useful to teachers

and discussion group leaders. A classified catalog of these materials will be mailed free on request. Marion Humble, formerly of the Public Affairs Committee staff, will direct the work of the new organization: New Tools for Learning, 7 West Sixteenth Street, New York City.



CONFERENCE ON WARTIME EDUCATION. "Education in Wartime" will be the theme of the regional Progressive Education Conference which will be held in Greenwich, Connecticut, under the sponsorship of the local public and private schools, on Saturday, April 17. Mr. Maynard W. Linn, superintendent of schools, and Mrs. Franklin E. Parker, Jr., are co-chairmen of the conference. Teachers, administrators, and parents from Connecticut and New York State are invited to attend the sessions.



VICTORY CORPS COURSES. Thirty-eight courses are being given to the students of Greenwich (Conn.) High School during a special Victory Corps period which is scheduled each day in the school program. Andrew Bella is principal of the high school. Clarence Schwager is director of the Victory Corps courses which include swimming instruction, meteorology, marksmanship, first aid, home ties, gardening, photography, group leadership, Red Cross surgical dressings, and navigation. No school credit is allowed for the courses, which are elected by students, but Victory Corps insignia will be awarded to those who complete the work satisfactorily.



THE CURRENT ISSUE OF BUILDING AMERICA. Postwar planning for the

world in general and for America in particular is the knotty problem tackled by Building America in its current issue, "Planning for the Post-war World." The most important plans so far suggested for postwar living are summarized; conflicting points of view on the leading issues are briefly reviewed; difficult and often complex questions that must be solved—such as those dealing with colonies, trade, taxes, boundaries, etc.—are clearly stated. The Atlantic Charter, the United Nations Declaration, Lend-Lease, and their relation to global peace as well as to global war are discussed. While this particular subject might seem difficult to illustrate, the editors have succeeded in assembling pictures, maps, charts, and cartoons that lend graphic interest to the text and make it easy to visualize and remember important points. Individual copies may be obtained at thirty cents each from Building America, 2 West Forty-Fifth Street, New York, New York.



A BULLETIN FOR TEACHERS. "Toward Democratic Living at School" is a new pamphlet issued by the Childhood Education Association, which contains suggestions for putting into practice a resolution of the association that "a democratic way of living offers the best opportunity for human development that the world knows at present." Many illustrations of democratic living were collected from all parts of the country. After these were evaluated, they were used as source material by the four contributors. Copies of the thirty-two-page bulletin may be secured for thirty-five cents from the Association for Childhood

Education, 1201 Sixteenth Street, N. W., Washington, D. C.



WARTIME RECREATION TRAINING. Massachusetts State College is offering three one-week courses in recreational leadership in March, April, and May. These short courses are designed to acquaint community leaders with essential information and techniques for vital wartime responsibilities. The March session emphasized community recreation. The session beginning May 24 will concentrate on outdoor recreation and wartime camps. For information, write to the Director of Courses, Massachusetts State College, Amherst, Massachusetts.



SCHOOL LUNCH PROGRAM. The Food Distribution Administration has inaugurated a new program of supplying food to school lunchrooms. Any school operated on a nonprofit basis may participate in this program. Sponsors may be either school departments, systems, or boards; child welfare centers; or service organizations, such as Parent-Teacher Associations, American Legion Posts, Rotary Clubs, or other similar organizations.

The following are the steps to take in securing a program: (1) The sponsor makes application for the program. If it is approved, an agreement is signed. (2) The Administration provides the sponsor with a "School Lunch Foods List" which specifies the commodities which may be purchased under the program. (3) The sponsor buys commodities on the list from local farmers, wholesalers or retailers. (4) At the end of the month, the sponsor submits invoice of purchases,

and report of operations. (5) The claim is paid by check within a few days of its receipt by the administration. Application for the program should be made in writing to the State Supervisor of the Food Distribution Administration of the United States Department of Agriculture.



AID TO SCHOOLS IN PREINDUCTION TRAINING PROGRAM. The Army needs men who have a knowledge of electricity, machines, shopwork, radio, automotive mechanics, clerical practices, radio code or similar training in fundamentals if they are to be welded rapidly and efficiently into the kind of complex, integrated fighting force demanded by total warfare. The Civilian Preinductions Training Branch, Headquarters, Services of Supply, has been established by the War Department to aid schools, colleges, and other civilian training agencies in planning educational programs that will provide prospective inductees with training essential for specialization in the Army. Teaching guides for recommended programs in preinduction training have already been published. Publishers are cooperating in the program by preparing textbooks intended for use in preinduction training courses.



BRIEF ITEMS. Herbert B. Bruner recently addressed the Institute on the Exceptional Child, which is held an-

nually under the auspices of the Child Research Clinic of the Woods Schools, Langhorne, Pennsylvania. * * * Claude M. Dillinger, former supervisor of curriculum research, Missouri State Department of Education, has joined the faculty of State Teachers College, Springfield, Missouri. * * * C. Gilbert Wren of the University of Minnesota is a lieutenant in the Bureau of Personnel in the Navy Department. * * * John B. Whitelaw is in Washington as training adviser in the Personnel Division of the War Manpower Commission. He was formerly general supervisor in the Newton, Massachusetts, Public Schools. * * * C. O. Arndt, specialist in Far Eastern education, has prepared an annotated list of units, courses of study, and other curricular material dealing with the Far East which is available by writing to the United States Office of Education, Washington, D. C. * * * The December, 1942, number of the *Wisconsin Journal of Education* describes a curriculum-study project developed by the rural teachers of Portage County for the school year of 1941-1942. * * * The Research Division of the National Education Association reports that enrollment in teachers colleges has declined thirty-four per cent since December, 1940. * * * Hereafter the sale of the yearbooks of the National Society for the Study of Education will be handled by the Department of Education of the University of Chicago. Nelson B. Henry is the secretary of the society.



Curriculum Development in Local School Systems

ALBANY, GEORGIA. During the past ten years in the Albany schools emphasis has been shifted gradually more and more to the practical in subject matter. The approach has been made also more and more in terms of life today. Now we frankly state it to be our objective to prepare each pupil upon graduation for one of two things: college or a definite job.

Some progress, it appears, has been made toward realization of this objective, since out of a class of 146 seniors 100 will definitely be prepared for a job upon graduation in June. Most of the other forty-six will go to college. This has been made possible by reason of the streamlining made necessary to meet war needs. For example, seniors have been allowed to drop certain more or less cultural subjects and take specialized trade training classes instead, full credit being allowed on these new classes.

The present emergency and government support are making it possible for us to do some things which we have long wanted to do, but could not do for lack of funds. We feel that when a farm boy learns in high school how to repair his father's tractor that we are beginning to make connection between education and life.—J. O. Allen, Superintendent.



ALBUQUERQUE, NEW MEXICO. The Albuquerque public schools have had

a continuous program of curriculum development at all levels over a period of years. Teachers, principals, and supervisors have worked out a philosophy of education which has been the basis for curriculum changes. This year, due to the war emergency, time has been devoted to stamps and bond sales, scrap drives, Red Cross activities, and the Victory Corps program.

More emphasis in our social studies program is placed on the peoples of the United Nations and those of the Latin-American countries. This emphasis has brought about more map study and greater interest in current geography and current events. Albuquerque is a demonstration center for the inter-American project sponsored by the United States Office of Education. Teachers throughout the system are working on the allocation of inter-American materials at various grade levels. They are also writing both source and teaching units in the social studies and foreign language fields.

Aeronautical, military, and naval influences are giving impetus to the programs in health and nutrition, physical education, mathematics, and science. The machine shop has been enlarged during the last two years to include aeronautics and its related work. The entire school program is meeting the demands of the present emergency by stressing problems of

consumer education and conservation of both foods and materials.

The tool subjects, reading, arithmetic, and spelling are receiving greater recognition with increased devotion of time to drill with understanding to fit the needs of our various groups.

A core program which acts as a transitional link between the elementary and secondary schools has been developed during the past year in the seventh grade.

A progressive education conference, a two weeks' workshop in connection with the University of New Mexico, group meetings and demonstrations have all contributed to teacher growth and development during the past year.—Erna L. Schroeder, Elementary Supervisor, and Eleanor A. Mazurek, Coordinator.



HUTCHINSON, KANSAS. We are just now engaged in a cooperative program in building our language arts course of study in the elementary schools. We purchased material for use of the teachers in eleven grade buildings and organized grade committees with a steering committee for each. Each committee is organizing an outline summary of objectives and procedures for putting the objectives into practice in reading, oral English, written English, writing, and spelling. This work is being carried on in kindergarten and through grades one to six. The language arts objectives and procedures will be integrated with our unit work in science and in the social studies.—R. C. Woodard, Elementary Supervisor.



LEOMINSTER, MASSACHUSETTS. Because of the frequent interruptions past, present, and future, due to our

teachers assisting in the selective service registrations, rationing program, and the dissemination of information with regard to income tax returns, we have stressed as never before the emphasis on essentials in our teaching from grade one through the high school.

In the senior high school we are running a full-time course in aeronautics taught not by one instructor, but by four, each one as near a specialist in his field as we could obtain. Our school committee sent one of these instructors to Harvard University last summer in order to make him more proficient in aerodynamics. Our committee paid the entire expense at Harvard.

Our senior high school courses in mathematics have been revised, stressing minimum essentials and in line with army specifications. Our course in physics has also been trimmed of less important items with emphasis on the needs of men who are entering the armed forces. Our senior high school geography courses are giving more time and emphasis to the subject of weather.

In the senior high school we have increased by about four times the time allowed for physical education. This course is a strenuous one and is called by the boys "commando training." In the spring we expect to place around our athletic field walls, hurdles, ditches, and other paraphernalia to intensify this program.

Following this lead our junior high school mathematics and science courses are arranged to tie in as closely as possible.

We are stressing the practice of democratic ideals from grade one through grade twelve. We carry this program faithfully into superintend-

ent-teacher, teacher-pupil, and teacher-parent relationships.

Finally our teachers are about to take refresher courses in mathematics in order to offset an anticipated teacher shortage in this field. A refresher course in physics may be added later.—William B. Appleton, Superintendent.



LOCKPORT, NEW YORK. Beginning with the fall term in 1942, new social studies in seventh and tenth grade courses and new academic mechanical drawing, metal and machine shop courses were begun in the Lockport public schools. Teacher committees followed the recommendations outlined by the New York State Department of Education. Necessary adaptation was made and such other materials were included as local conditions and the trend of the times require for pupil needs.

The social studies courses in eighth and eleventh grades are being revised this year. These courses are to be built around the democratic theme and much of the material is to be tested in actual classroom situations.

Expansion of the war industries training program has enlarged the existing facilities and has initiated course of study revision in all industrial and technical subjects.

Like other school systems, we are emphasizing health and physical fitness, and are re-evaluating our present program to cooperate more directly with the war effort.—Kenneth A. Fullerton, Curriculum Coordinator.



MAMARONECK, NEW YORK. The old-line history courses in senior high school are rapidly undergoing a change.

Under the old arrangement students were required to take American history, but could earn credit for it only in the twelfth year. Those who left school before the twelfth year were not taught American history on the high school level. Our plan now requires every student in the tenth year to pursue a course in world history; in the eleventh year, American history; and in the twelfth year, problems and policies of government.

In our junior high school we have been experimenting with an integrated program in the seventh grade for social studies and English. This work is carried on throughout three periods of the day under the direction of one classroom teacher.

The physical education and hygiene program of all of our schools has been stepped up to a war pace. The activities and skills taught have a definite bearing toward morale and physique building.

Our music education program in all of the schools has been on a war tempo since the beginning of the school year. The various school organizations have participated in all of the patriotic rallies, drafted departures, bond and stamp campaigns, and War Council activities. This work has been carried through from the kindergarten to the twelfth grade.

In the senior high school preflight and navigation courses are taught as regular subjects. Additional mathematics and physics courses have also been added.

In the elementary schools the teachers are completing a study of our offerings in English, mathematics, and science, and will submit a plan for revision beginning in September, 1943.

A remedial reading program has been inaugurated in our elementary

schools with special teachers. It is our hope that we may change the emphasis of this course from remedial to preventive activities.

In home economics in the junior and senior high schools much stress has been laid upon nutrition, home nursing, and management as well as child care.

These changes in curriculum have all been inaugurated during this school year; it is therefore impossible for us to evaluate them entirely at the present time.—T. James Ahern, Superintendent.



OIL CITY, PENNSYLVANIA. Curriculum changes in the Oil City Senior High School for the 1942-43 school year are as follows:

1. Two preflight aeronautics classes with an enrollment of sixty pupils were started at the beginning of school in September. No prerequisites have been set up for these classes for the first year of their operation. It is quite likely that a prerequisite for one of them in 1943-44 will be two years of high school mathematics and one year of physics.

2. A class in preaviation mathematics for pupils who have had only one year of high school mathematics was started with the beginning of the second semester.

3. Two preinduction courses were also started at this time. Due to the impossibility of finding teachers available to teach them during the regular school day, these classes are being held after school. Fundamentals of electricity class meets daily for one period, and the fundamentals of automotive mechanics meets daily for two periods. Pupils who are enrolled in these classes have generally continued

with their previously scheduled load.—Vaughn R. DeLong, Superintendent.



OSWEGO, NEW YORK. The following changes have been made in the social studies for secondary grades. A comprehensive course entitled "Community Life" has been inaugurated in grade 7 with the objective of promoting good citizenship by developing an understanding of the functions of the community and of the state. General topics include: relationship between pupil and school and family; the community—its history, people, government—making a living therein; the state, its natural environment, historical background, people, government—making a living therein. The revised program in grade 8 will emerge as "Our American Heritage." The ninth course will be entitled "Our Economic World." American history in grade 12 has been adjusted to a more functional purpose, the one year having been expanded to one and a half years. General subjects covered are "American Institutions" and "Problems of Democracy."

The integration of pertinent aviation material into existing courses, on both the elementary and secondary levels, is under way. The objective is not aviation in the vocational sense, but rather the development of attitudes, interests, and broad understandings. The aims are: (1) To develop an awareness of the social, economic, and political impacts of air power; an understanding of the relationship between aviation and other curriculum subjects; an understanding of and respect for the historical development, present significance, and future possibilities of aviation, and of the voca-

tional opportunities therein; a practical knowledge of the fundamental principles of aeronautics. (2) To assist pupils in developing a vocabulary of aviation and in recognizing various types of planes. (3) To train pupils to think geographically in a global sense. (4) To increase knowledge about and interest in aviation through experimentation and constructional activities with tools and materials.—Charles E. Riley, Superintendent.



POLK COUNTY, FLORIDA. Recent months have seen several distinct curriculum developments in the Polk County schools. In the primary grades a junior primary group has been instituted. When a child enters school, he is classified as junior primary and is given a program of reading readiness activities of sufficient length to insure the development of proper reading habits. The readiness period varies in length for different pupils according to their maturity from a few weeks to the entire year. At the end of the first year pupils are assigned to the first grade or to the second grade.

A second curriculum development in the elementary field has been the introduction of conversational Spanish in the third through the sixth grades. In subsequent years the use of Spanish will be extended through the junior high school. The purpose of introducing Spanish in the elementary grades has been to develop interest in and understanding of our Western Hemisphere neighbors and our common needs. The second purpose has been the gradual, continuous acquiring of familiarity with a foreign language. The approach has been informal and conversational with little emphasis on reading and writing. The program,

now in its second year, has met enthusiastic pupil response.

During the spring and summer months, special committees appointed by the County-Wide Curriculum Committee prepared teaching guides or suggested aids in four areas in which teachers had requested study: arithmetic, conversational Spanish, industrial arts, and calisthenics. These four guides were presented to the teachers during the four-day Teachers' Conference for Curriculum Planning, with which the school term opened in September.

In response to wartime needs of juniors and seniors many new courses are being offered. Mathematics Essentials is required of all seniors. Physics and five preinduction courses are offered in senior high schools, and the physical education program throughout the school has been greatly extended in time and variety of activities.—F. E. Brigham, Superintendent.



SALINA, KANSAS. Last year the elementary schools made an intensive study of reading. Through their special efforts a very definite improvement in vocabulary and comprehension was shown by objective testing.

During the present school year the elementary schools have been giving particular emphasis to the improvement of understanding and skill in arithmetic. It was necessary to revise the work in writing because of the introduction of the new state writing book. The interest of the teachers is now extending to a study of geography as it is now taught in the fourth and fifth grades.

Curriculum improvement in the high school has been in the preprepara-

tion of high school youth for work in industry, defense work, and war. The eighth semester in mathematics has been added; a laboratory technicians course introduced; a first-aid unit qualifying for a Red Cross certificate is included in biology; mechanical drawing is giving more emphasis to relations in defense construction; metal shop is extended to include acetylene welding, electric welding, metal lathe, sheet metal, auto mechanics, elementary electricity, radio code. Physical conditioning is required of all junior and senior boys. The usual fundamental subjects are required for graduation. Period of training is intensive, but not shortened.—W. W. Waring, Acting Superintendent.



SAN MATEO, CALIFORNIA. During the past year and a half three committees have been formed that influence curriculum development directly or indirectly in the San Mateo elementary schools. They are (1) Teachers' Committee, (2) Parents' Committee, (3) Pupils' Committee. Each committee meets at least once a month with the superintendent of schools.

The Teachers' Committee is composed of one representative from each of the eight elementary schools. The committee personnel also represents all eight grades, one first grade teacher, one second, etc. The committee has recently effected a revision of the report cards. Under consideration now are: (1) manuscript writing in the primary grades and (2) revision of the social studies program to include global geography and its significance.

The Parents' Committee consists of a representative from each elementary school. This representative is the president of the school Parent-Teacher As-

sociation or her appointee. When the Teachers' Committee was studying new report cards, their findings were examined by the Parents' Committee and many helpful suggestions were made. The committee members, being familiar with the ideas included in the new cards, were able to help interpret them to other parents before the cards were distributed to the pupils. This committee is now studying juvenile delinquency and its causes.

The student body president of each school is a member of the Pupils' Committee. This group studies pupil control and government. During the year they visit the various schools, attend assemblies, and discuss the merits of the different student body organizations. Recently this committee originated a plan for stimulating the sale of war bonds and stamps in the schools. A contest was conducted in the various buildings under the auspices of the committee for obtaining a design that could be used on a banner to be presented to the school that had the highest percentage of stamp and bond sales. The percentages are figured each month by members of the committee and the banner is awarded for the greatest participation. This banner, constructed by pupils in an eighth grade sewing class, flies from the school flag staff beneath the Stars and Stripes. When report cards were being studied, this committee made suggestions and assisted the teachers in explaining the values of the new cards to other pupils.—A. T. Horrall, Superintendent.



ST. CLOUD, MINNESOTA. Curricular changes this year at the technical high school have all been inspired by the war. The demand for basic technical

training before induction into the military service and the demands of industry for skilled workers are the reasons for addition of certain courses.

Fundamentals of machines and fundamentals of electricity (for boys who have not had physics), fundamentals of radio (for boys who have), and fundamentals of shopwork (for a few of our boys who had had no shop courses) were added the second semester at the request of the War Department, and follow outlines prepared by that department.

A course in preflight training was started last September. We are also one of thirteen schools in Minnesota participating in an experimental course in glider construction. The group of boys enrolled in this class expect to build a glider during the course of the year. Another group is studying radio code. The courses in automotive mechanics were modified somewhat to meet War Department recommendations.

For those boys who have had little or no mathematics in high school, a class in the basic review of that subject was organized. At the request of a small group of senior boys, a course dealing with mathematics topics beyond the ordinary high school level was also arranged.

A class in aircraft sheet metal for girls, meeting three hours per day in the late afternoon, has been organized for senior girls who are interested in securing employment in war production industry.

Practically all seniors are carrying a heavier load than usual.—H. B. Gough, Superintendent.

◆

TORRINGTON, CONNECTICUT. Since September, 1941, the Torrington pub-

lic schools have been working on the readjustment of their secondary school curriculum as well as the reading program in the elementary schools. Both changes were planned during the school year, 1941-42, and became effective in September, 1942. At the present time a committee of elementary people is working on a revision of the social studies curriculum. In spite of the efforts made to bring some new thought into our course content, we now find that the demands of wartime leave us somewhat behind development so we have met that problem by the introduction of global war in its various aspects into every high school subject-matter program, and we feel that we are, in this way, meeting the challenge of total war.—John F. Murphy, Superintendent of Schools.

◆

VICKSBURG, MISSISSIPPI. We have made some modifications in our course of study to take care of wartime needs. We are teaching a regular course in aeronautics the second semester, and we are emphasizing mathematics and all of the sciences as much as possible. We also have a regularly organized Victory Corps, in which we are giving junior and senior boys a strenuous course in physical education, including the regular Army setting-up exercises. We have an obstacle course consisting of various hurdles, such as chinning bars, seven and one-half-foot wall, etc. In addition to the above we have about thirty-five or forty pupils—boys and girls—who are taking afterschool courses in welding, airplane riveting, and machine shop work.—H. V. Cooper, Superintendent.

In-Service Education of Teachers in Wartime

By HEROLD C. HUNT, Superintendent of Schools, Kansas City, Missouri

JUST AS THE IMPACT of the war is being felt in every walk and corner of American life so is its seriousness reflected in every area of education today. While the adaptations to wartime needs are not felt so keenly on the elementary level, certain emphases have everywhere become evident. These are exemplified in programs which stress the promotion of health, the provision of opportunities for community service, new interest in geography and additional attention to the ideals of freedom and equality for which we are fighting. These areas are stressed, but at the same time attention is directed most forcefully to the laying of foundational skills and habits and to the maintenance of a feeling of security, calmness, and well-being. On the secondary school level the big changes have come through introduction of new courses and complete revision of old ones. Preinduction courses in radio, machines, automotive mechanics; additional courses in mathematics and science; new emphasis on physical fitness, on conservation, and on experiences leading to occupational competence now characterize the high school program.

In keeping up with these new and varied wartime demands the school administrator faces further an additional problem, for he is at once confronted with the limitations of his staff to assist in the making, inaugurating, and carrying out of the required changes.

Conversion of many teachers must be directed from fields of declining interest during this emergency period to fields in which the felt pressure of critical days is resulting in increased enrollments and, consequently, the need for additional teaching personnel. Likewise the school administrator is faced with the steadily mounting problem of teacher turnover. Lucrative offers of work in war industries are proving too tempting to be rejected in many instances and war plants now number many erstwhile teachers among their employees. An additional number from every school system are to be found further in active service with the armed forces. Teaching staffs are indeed less stable than at any time within the memory of today's school administrators. An appalling number of vacancies have occurred, many of which it has not been possible to fill. And at the same time many who have been elected to teaching posts are individuals recalled to service after long absences. Re-education of these teachers is vitally important to assure some measure of success for the school's wartime program. Not to be overlooked, too, is the changing emotional character of the continuing staff. The trials of war leave their mark upon many and teachers are no farther removed from casualty lists than are other citizens.

Clearly a program of in-service education, and a strong one, is impera-

tive—more imperative perhaps than ever before—to overcome the limitations and the obstacles. New points of view must be instilled, old patterns made more meaningful; new capabilities must be found and put into action, old calmness and assurance strengthened; new vitality must be imparted, old courage and determination brought to the fore. In-service education reaches prime importance in the administrative program today in order to maintain a well-qualified, capable, and professional staff.

But how is this to be accomplished? First, let us define our term. In-service education today is justly interpreted broadly to include all techniques and devices and activities of school life and daily community living which will stimulate thinking of teachers and create an awareness among them of the crucial issues with which they are confronted; those techniques and devices which will assure determination among teachers to take positive action in solving the problems that they meet daily.

Those who have effected democratic administrative organizations believe, and logically, that following the democratic pattern, in peace or in war, is the most effective way to meet in-service training needs. Participation in the administration continues to be a certain means of assuring the acquaintance of the personnel with the changing program and the changing requirements of the times. Participation of itself means awareness and only through individual awareness of current conditions, needs, and demands can classroom programs be made successful in meeting these situations. Following democratic practices is indeed the most effective in-service training technique that school admin-

istrators can put and continue in operation.

Cooperative planning for determining curriculum and administrative adaptations, their introduction and evaluation will assure maximum effectiveness in meeting needs. The participation of many minds brings about the inclusion of all aspects of a problem, and the different points of view represented assure adequate coverage. Likewise does cooperative endeavor provide its own essential interpretation so that those concerned with the program are at once capable of putting it into operation because of a knowledge of its purpose and objectives. Determination of necessary adaptations through the participation of those whose responsibility it will be to follow out the recommendations assures the essential nature and the effectiveness of the proposals, both in their initiation and in their follow-through.

The committee technique for curriculum revision likewise serves not only to bring about the necessary course of study changes, but provides as well effective educational experience for the participating teachers. Determination of adaptations of other educational procedures through group conferences also affords professional stimulation and keener awareness on the part of the group membership.

Advisory boards on grade and subject-matter levels serve the dual purpose of determining policy for the activity of the group and challenging the thinking of both the board itself and those to whom the board's recommendations are presented. A council of teachers conversant with the actual problems confronting their associates in similar situations may well stimulate the thinking of an entire group,

in working out solutions to the problems, to a far greater extent than do recommendations imported from sources differing in some measure from those in which these particular teachers are working.

In these critical days, which are beset with difficulties of transportation and heavier-than-usual schedules, economy of time is of prime importance. Even so the professional advantages to be gained from stimulating faculty meetings outweigh the restrictions imposed by the war. School systems which have been in the habit of conducting for their staffs at regular intervals professional meetings, institutes, lectures and the like, in centrally located places, should consider the overcoming of the difficulties of transportation and crowded schedules through wider use of the radio. By means of the technique of "Faculty Meetings of the Air" school staffs assembled in the individual buildings of a school system, or of an entire area when such can be arranged, listen in to specially prepared broadcasts by members of the administrative and teaching staffs, guest speakers, pupils, parents, or any combination through which important presentations may be made to the entire staff. Following the broadcast, which may well run for a half-hour period, the individual faculties continue the discussion in its relation to their own interests and needs. Gathered in their respective schools, groups of teachers are more willing to discuss the issues raised in a radio program in the light of the implications for that particular building unit.

Techniques that present new challenges to teachers are also effective in-service educational experiences. In this category may be listed the simple

change of scene provided by assignment to a different building. In many school systems, particularly those in cities paying the more attractive salaries, local tenure and building tenure are synonymous—or practically so. Even the superior, ultra-progressive teacher is apt to permit a letdown of exertion creep into the classroom performance after a number of years at the same post. Having run through a wide variety of individual differences, new pupils may with little difficulty be likened to former ones and the necessity for providing ever new and fresh experiences may seem to become less and less urgent. A new building, a different group of associates, a parent body representing a strange variety of interests, to say nothing of unfamiliar faces and unanticipated mannerisms, will generally provide a challenge that will result in improved teaching and, actually, professional advancement. This technique, simple in operation, is welcomed, once it has been tried, by teachers and administrators alike. The occasional unsatisfactory new assignment may be adjusted by reassignment or return to former position. Even when this latter alternative must be adopted, however, stimulation and challenge are usually imparted to the teacher by the very fact of the consideration and the necessity for the change.

Sponsorship by a school system of lectures, series of lectures, forums, panel discussions, and other such meetings serves likewise to stimulate the thinking of the staff. Topics for these lectures and discussions may be educational, inspirational, or of other current interest. The mere fact of their presentation and of teacher attendance at them is thought-provoking.

Supervision has long been carried on as a means of in-service education of teachers. Visits of supervisors to classrooms generally serve to spur effort and create better teaching situations. Supervisory practice which is, however, largely in the nature of a rating of a teacher or of classroom performance is not nearly so effective in bringing about continued improvement as is that supervision which may best be described as a "working together" or a "joint planning experience" between teacher and supervisor. The supervisor who observed a classroom teacher to note needs and then takes up with the teacher the next steps and the ultimate satisfaction of those needs—that supervisor is providing actual in-service training for the teachers observed.

Supervisors through their various contacts are familiar with a wide variety of useful and helpful materials, most of which will be extremely valuable to the teacher in carrying out classroom plans and experiences. From this knowledge and familiarity is it possible for the supervisor to place in the hands of teachers selected annotated bibliographies from which may be chosen the most effective teaching aids.

Under the direction of supervisors, further, with the cooperation and assistance of members of the school staff, can professional libraries be built, making immediately and readily available to the entire personnel outstanding professional books and other worthwhile literature. In a similar way curriculum libraries and laboratories may be assembled, in which interested teachers may utilize course of study materials from a variety of school systems, many of which will offer valuable suggestions for adapting curric-

ulums in use or building new ones. Professional publications prepared under the direction of the administrative and supervisory staff, with cooperation and participation of teachers, may be designed to meet particular needs that have been recognized or as a means of imparting new or unusual professional information. Availability of all of these materials through distribution to the entire staff, or circulation in the case of single copies or a limited supply, is a most effective supervisory technique.

A still further means of strengthening in teachers the ability to meet successfully any situations arising in their classrooms as a result of critical times is through encouragement of participation in community life. To the extent that such participation serves to stabilize teachers and impart a feeling of satisfaction in their share in the war effort, may it be considered a form of in-service training and as such may it be advocated by school administrators. Community contacts assist teachers to recognize community needs, and this recognition enables adaptations in teaching procedures to assure the meeting of these situations. The community contacts of the teacher thus lead to genuine community service rendered by the teacher because of awareness to critical needs. These experiences contribute immeasurably to the growth of the teacher professionally as well as personally.

No accounting of in-service training techniques would be complete without the inclusion of regular courses in education and in related fields offered by colleges, universities, and teacher-training institutions throughout the country. In localities near these universities, and in extra-mural centers established by them,

teachers may be encouraged to take one or two courses during the school year itself, concurrent with their teaching activity. Participation in university classes always serves to bring new ideas and stimulation into the teacher's classroom performance by the very facts of the formation of new contacts and the direction of attention to new or forgotten sources of information or ideas. In more remote areas these university courses must of necessity be postponed to the summer season. The more intensive type of study during vacation periods should likewise be encouraged for teachers, both in the form of regular summer courses and in the newer "educational workshops" now being sponsored by many school systems.

The workshop idea provides opportunities to apply modern educational theories and practices to actual situations with which a teacher has been or will be confronted, leading to the determination of the most adequate handling. Sponsored by a board of education and the administration of a school system in order to secure the desired leadership, the educational workshop is characterized by cooperative planning on the part of a selected university staff and a representation of the school personnel, both in its initiation and continuously throughout its duration. The workshop is concerned with local problems and areas of special local interest. Participation in it results in the satisfactory solution of these problems through the experiences of the teachers in the handling of the situations and the working out of the most effective course of action. It may thus be seen that a workshop is a practical means of educating teachers concerning the

aims and objectives of a school program through their participation in the development of procedures for the solution of actual problems.

Always aimed at "rejuvenation of thinking" through the guidance of skillful leadership, courses which teachers take in order to meet the in-service training requirements of their school system or just for their own professional interest and advancement unfailingly gear thinking to the needs of the times. In critical days the value of such in-service education cannot be minimized in its production of alert, professional teachers capable of adapting classroom procedures to each new demand or requirement as it becomes even remotely apparent.

Thus it appears that various devices and techniques may be employed as in-service training measures. Those which are most successful, however, in keeping an educational staff in line with current developments are the ones which, through actual participation, create an unmistakable awareness to conditions as they exist, and as they are in process of constant change; an awareness to situations which must be immediately met, and to situations which will soon have to be met. Such an awareness implanted in the basic equipment of the teacher will result in the taking of positive action toward meeting the needs that are thus recognized.

Any program of in-service education which is successful, therefore, in creating in teachers an awareness of constantly changing conditions and an ability to meet the demands of these changes through everyday classroom procedure will be effective in meeting not only wartime, but postwar educational needs.

A Summer Curriculum Development Center

By JAY D. CONNER, Assistant Superintendent, San Diego City Schools

THE SUMMER Curriculum Development Center of the San Diego city schools was essentially an extension of the regular in-service training of the local curriculum department. Some help was given by visiting college instructors from the University of Southern California, the Claremont Colleges, San Diego State College, and Stanford University. Contributions were also made by industrial men, physicians, and psychiatrists.

The program of curriculum development attempts to encourage the individual teacher to work out experimental teaching units under the guidance of the administrative staff, which units are then put to a practical test in the classroom with the consent of the principal.

Seventy-five teachers and administrators reported for work in San Diego's Six-Week Summer Curriculum Development Center. Over the week end an elementary school, centrally located in downtown San Diego and easily accessible to commuters from every direction, had been speedily converted to serve their needs. Classrooms and offices now awaited them in the new guise of conference rooms, quarters for a professional library, consultants' offices, and spacious work-rooms amply provided with individual study tables and bookcases. Here, under the guidance chiefly of local leaders already aware of local situations and local responsibilities, these sev-

enty-five set out to solve certain specific problems requiring a type of full-time effort impossible to schedule during the teaching year.

The seventy-five arrived with their individual problems and plans already well defined. They had known since January that San Diego would again offer an opportunity to enroll in a local summer workshop. Prospective teacher members had been able to discuss their plans with their own principals in terms of their existing or future assignments. Teachers and administrative applicants alike had all conferred with Central Office staff members during the spring, prior to acceptance for enrollment. That very acceptance had depended upon the definiteness with which the problem had been determined and upon the probable value of its solution to the individual and to the curriculum program. Each application was considered upon the following five counts:

1. Does the problem apply directly to the professional activity of the person who undertakes it?
2. Does the problem involve something about which the workshopper can do something? (For example, a single teacher might find himself ineffective in an attempt to reorganize the annual calendar for the school district; upon the other hand, he could well achieve success in developing a resource unit or in improving the re-

source materials for the teaching of his own classes.)

3. Does the problem involve some possible improvement over existing ordinary practice?

4. Does the problem lend itself to some practical means of attack?

5. Is the problem one that will lead to modifications in practice or in materials, which in turn can be evaluated with a reasonable degree of objectivity?

The local consultant staff was selected in accordance with the needs and interests of those who enrolled for work. The assistant superintendent in charge of instruction served as director of the center. Eight additional staff members included:

1. A coordinator of instruction, with special interests in language arts, education of exceptional children, and general curriculum development and evaluation.

2. The coordinator of instructional aids, whose special fields comprised social studies, science, secondary curriculum, experimental units, and instructional aids at all levels.

3. The general supervisor of elementary education, an expert in all phases of elementary education (with particular emphasis upon early childhood and primary grades), language arts, and social studies.

4. The director of health education, prepared to give guidance in the fields of nutrition, safety education, first aid, child care, growth and development, mental and physical health.

5. An elementary school principal, with special interests in mathematics, natural sciences, social studies, language arts, upper elementary and junior high school curriculum.

6. A principal of a junior-senior high school, whose major usefulness to workshoppers lay in the areas of math-

ematics, commercial education, industrial arts, and elementary curriculum.

7. A senior high school principal, an expert in guidance, health and physical education, and secondary curriculum.

8. A senior high school principal, ready to give leadership in the fields of social studies, counseling and guidance, fine and practical arts, and junior high school curriculum.

Further assistance was available from the staffs of the near-by service departments: the Central Library, the Visual Instruction Center; the Curriculum Project; a W. P. A. enterprise sponsored by the city schools to develop instructional aids unavailable from commercial sources. Also two Central Office secretaries and the Central Office librarian moved into the workshop site to serve as needed.

Nine visiting consultants came in response to requests initiated through the special interest groups that developed as workshoppers learned of the presence of colleagues with similar or related problems and plans.

These visiting consultants were scheduled for group discussions, individual conferences, open and general meetings. Two educational advisers to the federal Office of Production Management also attended the workshop to discuss consumer-education materials that will shortly be made available to schools throughout the nation.

All consultants, both local and visiting, served only in an advisory way. There were no lectures nor class meetings in the formal academic fashion. Rather, there were discussions, with consultants participating upon the same basis as workshoppers, and prepared but informal presentations scheduled only in response to challenge or special request. Once a week a brief

general meeting was held to care for rising administrative details, announcements, etc. All other meetings were optional.

Eight of the seventy-five workshoppers devoted their energies to certain specific activities relatively unlike the undertakings of any or many of the others. The remaining sixty-seven workshoppers, however, early found themselves associated in one or another of the following five special interest groups: administration, counseling, and guidance (fifteen members); health, physical education, and recreation (five members); language arts (twenty members); mathematics, science, and aeronautics (thirteen members); and social studies (fourteen members).

Four major committees were formed during the first week to advise upon certain organizational matters and to attend to certain minimum essentials. An administrative committee routed requests for visiting consultants desired and cited by the special interest groups, arranged devices and procedures for keeping workshoppers informed of daily affairs, and encouraged comments from any and all in regard to ways of improving workshop conditions. A social committee planned trips and excursions and made arrangements for midmorning refreshments and entertainment. A committee on resources formulated regulations governing the use of the workshop library, posted notices and pamphlets regarding resources available throughout the community, and provided suggestive style sheets regarding bibliography and footnote form for finished papers. A committee on evaluation arranged for one of its members to discuss at a general meeting methods for evaluating individual

accomplishments in relation to our program of curriculum development. The committee also developed suggestions for organizing and reporting work completed, and circulated a questionnaire soliciting opinion upon the effectiveness of our workshop organization, the staff, and the facilities.

The real measure of the value of the enterprise can be determined only as each individual faces the situation he has planned to meet. The following few examples, chosen at random and without intent to label as the most outstanding, serve merely to indicate the promising nature of the outcomes of the Summer Curriculum Development Center.

Four social studies teachers, two of them department heads in their respective buildings, developed together a unit, *We Choose Democracy*, for use in classes for high school juniors and seniors. Organized around five major problems, the unit consistently drives toward realization of the goal its title implies: the development within youth of those desirable attitudes, understandings, and knowledges that deal with our American heritage, that equip the learner to compare the ideologies and practices of democracy with those of alien forms of government and to arrive at the reasoned conviction that ours is the best way of life.

In response to a suggestion from a secondary school principal in one of our new defense housing districts, a mathematics teacher devoted her energies to the development of original problems in ratio and proportion, featuring aeronautics. Data in these problems were drawn from local sources and based upon nation-wide needs in order to prepare students for the types of experiences they will immediately encounter upon enlistment in certain

branches of our armed forces or participation in our booming aircraft industries.

A young physics teacher prepared a comprehensive unit to give boys and girls preflight training so that, upon completion of the course, they may take the official civilian pilot training examination or ground school tests. In brief, he planned for instruction that will shorten or possibly eliminate the period of further specialized training necessary for those who expect to take an active part in our nation's air program.

A member of our health education staff developed a series of lesson sheets on first aid and related health topics for use particularly at the sixth grade level. Written in simplified language and dealing with the types of services that even children may have to give in case of disaster, the lessons are supplemented with drawings to illustrate bandaging, control of bleeding by hand pressure, etc.

An elementary school principal, to be transferred this fall to another building, spent his full six weeks in study of his new situation. He reviewed the academic backgrounds and professional experience of his new teaching staff. Moreover, he carried out an extensive survey of his new school community, delving into its evolution in relation to the rest of the city; examining the nature of its housing and business establishments; ascertaining the types of religious, social, cultural, and recreational opportunities within its boundaries; and analyzing family conditions in terms of the occupational and economic status of the parents, the size of the family groups, the nativity of the pupils, and race

distribution throughout the community. Upon the basis of his findings and their implications, he drafted under the leadership of the workshop director a supervisory plan for the coming year.

Viewing the American Scene Through Literature is the title of a tentative unit for use at the high eleventh grade level. Developed by two English teachers, each a department head in her school, the unit is intended to serve as a possible point of departure for the new teacher or as a basis of comparison for the experienced one in guiding a program of study of our great poetry and prose during these perilous times. The unit contains eight possible centers of interest, all featuring the ideas and ideals for which we are now struggling, for which other Americans have sacrificed from the earliest days in our history, and for which we will all sacrifice further as the need comes. The eighth center, "America Today," is dedicated with intensified fervor to the inspiring of faith in our democratic way of life. This concluding center, moreover, looks toward the peace. With direct intent it utilizes literature that provides an honest concept of war and shows democracy as dependent upon friendliness and good will, both within and without its borders.

Armed with these and similar plans and materials produced in our local Summer Curriculum Development Center, our schools reopened last fall with added strength and increased courage and confidence. We anticipate no easier task this year than last. We have, however, marshalled new resources and we are now better prepared than ever to meet the challenge at the educational front.

Program for the Improvement of Instruction in Illinois

By C. C. STADTMAN, First Assistant Superintendent,
State Department of Public Instruction, Springfield, Illinois

THE PRESENT PROGRAM for the continued improvement of instruction in Illinois had its real beginning in December, 1935, at a meeting of the County Superintendents' Association held in Springfield. At that time a movement was on foot to secure a small appropriation from the County Superintendents' Association to finance the work of curriculum revision in the elementary schools under the guidance of a Committee of County Superintendents.

A State Curriculum Steering Committee was set up to consist of three county superintendents to be appointed by the president of the association, four city superintendents to be selected by the president of the City Superintendents' Association, three representatives of Departments of Education from the State Teachers Colleges, and four members of the supervisory staff of the office of Superintendent of Public Instruction. This committee was to form the nucleus of a larger committee. The committee has extended its membership so that at the present time each State Teachers College, the University of Illinois, Northwestern University, and Chicago University are represented.

To finance this program one or two divisions of the Illinois Educational Association contributed sufficient money to pay very nominal expenses of members to the meetings of the State Steering Committee. The expense of

preparing material and publishing bulletins was taken over in a limited manner by the Superintendent of Public Instruction.

Several subcommittees were appointed with power to act. These committees are: (1) a Rural Education Committee and (2) a Publication Committee.

The Rural Education Committee consists of the directors of rural education in each of the State Teachers Colleges, together with one or two other persons chosen because of their work in rural education. After several meetings, this committee decided upon a plan of dividing the elementary curriculum work into five areas: namely, the language arts area, the art area, the social studies area, the mathematics area, and the natural science area. This plan was approved by the State Steering Committee and instructions were given to proceed with the work. To implement the development of material, each area was assigned to a committee at each State Teachers College.

The purpose of the Publication Committee was to review the materials after they had been put in line for publication by the various subcommittees of the Rural Education Committee.

The first problem which presented itself was that of selling a forward-looking program for the improvement of instruction to the educators of the

state. Naturally this required much time. The desires on the part of a possible majority of persons engaged in public education today to veer as little as possible from the usual procedure rendered the work difficult. The large block of teachers and school administrators who object to changes necessary to a forward-looking program is potent and must be struggled with continuously.

Realizing this, the Rural Education Committee submitted tentative reports in mimeographed form to county superintendents and certain other educational administrators for criticism. Criticisms were many and almost furious, but out of the turmoil there came a certain definite reorganization of thought which gave the committee sufficient grounds to feel that revised bulletins based on the tentative reports could be published. Accordingly, the work went ahead with this in view.

The first bulletin was *Curriculum Bulletin Number One*, published in 1937. This bulletin set up the organization for carrying on the curriculum work in the state. It was purely an orientation bulletin. Ten thousand copies of this bulletin were printed and distributed upon request. The material in it provoked further discussion which tended to clear the way for the reception of further publications.

Curriculum Bulletin Number Two was prepared and published in 1940. This bulletin served as an introduction to the tentative curriculum guides for rural schools. It was designed to set up a plan of organization and procedure in the rural schools which would allow for the adoption of modern practices in education. So great has been the demand for this bulletin that 25,000 copies have been distributed mostly on request. It has become a

supplementary textbook in rural educational departments of many state teachers colleges, both outside and inside the boundaries of Illinois.

Curriculum Bulletin Number Three, covering suggestions for the teaching of mathematics in the rural school, was published in 1940. Twenty-five thousand copies of this bulletin were printed, most of which have been distributed. As in the case of Curriculum Bulletin Number Two, requests have come from all over the United States for copies of this bulletin.

Curriculum Bulletin Number Four, covering suggestions for teaching the language arts, was published in 1941. Twenty-five thousand copies of this bulletin were printed, and as in the case of the other bulletins, so great was the immediate demand that at the present time only a slightly larger number is on hand than the number we have of Curriculum Bulletin Number Three.

Of the unpublished bulletins, the social studies manuscript met with possibly the greatest objection of any. This was due to the committee's effort to establish a definite social studies course for grades one through eight which was to serve eventually as a core to the whole curriculum program. The committee which was appointed for this bulletin was centered at Charleston and was unfortunate in having its chairmanship changed three times through removal of the chairman to other fields of activity. Since there was a need to produce this material for immediate use in the schools and because the volume of material for the first two levels was already more than twice that of the material which had gone into other bulletins, the chairman decided to publish the material already produced for the first

six grades. The committee was expanded for the purpose of studying and developing further material for grades seven and eight which would be based on the primary-intermediate program and at the same time tie into the high school program. This amounts to the building of a secondary social studies program (grades 7-12) which will take into consideration the underlying philosophies used in the primary and intermediate levels. By the time the elementary bulletin was in the hands of the printer, the wartime demands upon the printing budget made it necessary to cancel the publication of the manuscript.

The committee appointed for the art area spent much time and effort preparing materials in art with a view toward the publishing of an art bulletin. This material was placed in the hands of the chairman and some editing was done. The work of editing ceased on this bulletin when the impossibility of securing publication became apparent.

Much of the natural science material has been prepared, but the report of this committee has not been placed in the hands of the chairman. I feel reasonably sure that as soon as means of publication can be provided, this material can also be put into shape and edited within a reasonable time.

As was mentioned in the discussion of the work of the Social Studies Committee, that committee was expanded to provide for the development of social studies material covering the work of the advanced elementary level and the high school level. This committee was looking forward to a sequential course in social studies beginning with grade one and closing with grade twelve. To accomplish this, a committee consisting of two

members of the original elementary committee and several social studies teachers selected by the Illinois Council for the Social Studies was formed as a Secondary School Social Studies Curriculum Committee.

The committee consists not only of representatives of the elementary group, but also of high school and college teachers of social studies. All phases of the social studies field are represented. The committee is a forward-looking committee, well schooled in the subjects of the social studies and well trained both by education and practice for teaching the social studies. By resolution, this committee has voted to proceed with the work. It is quite likely that the material which the committee produces for the advanced elementary level can be added to the already completed material for the first two levels and be published in an elementary bulletin at some future date.

Naturally a program of this kind must be centered on a main objective. This objective is to be found in the social studies as a dominant core of the curriculum. Using the social studies as a basic core running from grades one to twelve, inclusive, to which all the other areas make their contribution, a picture of the program in its entirety can be conceived. This means that all content in science, mathematics, art, and language will be given a social significance. It does not mean that fundamentals in any of these areas are to be given only incidental consideration. It means that the fundamentals in all areas are considered as *tools of learning* and that they are applied to social problems in such a way as to provide the children with *tools of living*.

What Techniques of Curriculum Development Are Most Effective?¹

By C. A. WEBER, Superintendent
of Schools, Galva, Illinois

SINCE SO MANY writers in the field of education believe that engaging in a program of curriculum development is an effective means for educating teachers in service as well as a necessary and important activity of the secondary school, the Subcommittee on In-service Education of the North Central Association requested two hundred forty-seven secondary schools to indicate the technique employed in their schools in the area of curriculum development, and to evaluate each of the techniques used in terms of promoting teacher growth.

Narration of the reports of the two hundred forty-seven schools in response to the request of the subcommittee should be of value to secondary schools for two reasons: first, because it should suggest useful techniques for study of the problems related to the curriculum and, second, because it should shed light upon the effectiveness of techniques in this area as devices to promote growth of teachers in service.

A careful and searching survey of the periodical literature of the decade from 1930 to 1940 resulted in the listing of fifty-five different techniques reported as useful for encouraging teachers to participate in programs of

curriculum development. These techniques were listed in tabular form and at the left of each technique was placed the number 0, 1, 2, 3, or 4, indicating frequency of use of the technique as follows: 0—never used; 1—seldom used; 2—used some; 3—used often; 4—used very frequently.

At the right of each technique the letter a, b, or c was placed, indicating the evaluation of the technique as: a—very valuable; b—sometimes valuable, sometimes not valuable; c—little value, or of doubtful value.

Each school was requested to circle the number at the left of each technique which would indicate its frequency of use in the school reporting, and, similarly, each school was requested to circle the letter at the right which indicated the school's evaluation of the technique in terms of promoting growth of teachers in service. Frequency of use of a given technique, in and of itself, was not used as a criterion of evaluation because a high degree of frequency is just as likely to indicate the influence of tradition as it is the serious evaluation of the technique. Tradition, prevailing practice, memory of courses in supervision and administration taken in earlier days, the effect of practice in other areas, such as business institutions, may and do produce a bias in favor of the most current practices, even though the practitioners are compe-

¹This article is based upon the study made by the Subcommittee on In-service Education of the North Central Association, G. Robert Koopman, chairman, and C. A. Weber, research assistant. See C. A. Weber, "Techniques Employed in a Selected Group of Secondary Schools of the North Central Association for Educating Teachers in Service," Doctoral Dissertation, Northwestern University, 1942. 498 pp.

tent and recognize that newer techniques may be more valuable.

Table I is a list of thirty techniques which were reported used in twenty-five or more schools, listed in the order of the index of frequency of use. The index of frequency of use was derived by substitution in the following formula:

$$IF = \frac{x+y}{x+y+z}$$

where x = per cent of schools using the technique very frequently; y = per cent of schools using the technique often; and z = per cent of schools using the technique some, seldom, or never. The index of frequency ranges from zero to unity.

Table II is a list of the same techniques listed in Table I listed in the order of their probable value for education of teachers in service as determined by the schools included in the study. The index of probable value recorded in the first column was derived by substitution in the formula:

$$IPV = \frac{a}{a+c}$$

where a = the number of schools which, having used a technique, reported it to be very valuable for educating teachers in service; and c = the number of schools which, having used the technique, reported its use to be of doubtful value. The index of probable value lies between zero and unity. An index of .50 indicates that as many schools believed the technique very valuable as believed it to be of doubtful value. An index of zero indicates that no school believed the technique to be very valuable. An index of unity indicates that no school reported the technique to be of doubtful value.

Tradition and habit are reflected in the order of frequency of use of the

thirty techniques as listed in Table I. Principals initiate action; principals dominate the procedures. On the other hand, cooperative action is the characteristic of the most valued techniques as reflected in the order of listing in Table II. Cooperative techniques are valued more highly than principal centered, principal initiated techniques, but practice, just as in the hypothetical case of incandescent versus fluorescent lights, is distinctly behind the most promising procedures. Practice is largely individualistic rather than cooperative. Tradition and habit have a tremendous grip on teachers and principals. So great is this grip that, even though cooperative techniques are considered more valuable, actual practice tends to be distinctly individualistic.

One great need is the organization of the school program so that teachers collectively and cooperatively carry on a program of inquiry which will utilize the combined intelligence of the group and, by so doing, will contribute most effectively to the vigor of teachers, the increased use of intelligence in the solving of problems, and a great upsurge of creative effort. Left to himself, without the stimulation of cooperative effort, the individual teacher is very likely to become involved in his own self-spun web of misconceptions which leave him powerless to grow.

TABLE I. FREQUENCY OF USE OF THIRTY TECHNIQUES OF CURRICULUM DEVELOPMENT

Technique	Index Rank
Principal holds individual conferences with teachers regarding the curriculum .....	.76 1
Current educational periodicals are made conveniently available to the staff .....	.72 2

Principal holds group conferences with teachers in a department .....	.70	3	A committee of teachers provides books and magazines for staff use .....	.34	23
A bulletin of suggested readings is issued by the principal .....	.55	4	A committee of the staff makes a survey of community resources for the curriculum .....	.33	24
The department heads are organized into a committee to study the curriculum .....	.54	5	Teachers cooperatively make a survey of the vocational opportunities in the community .....	.32	25
The entire staff cooperates to survey pupil problems, needs, and interests .....	.53	6	The staff elects special committees to study curriculum development .....	.31	26
The principal appoints a committee to study revision of a particular subject matter area .....	.52	7	The staff cooperatively develops a plan for studying the curriculum .....	.30	27
The entire staff is organized into committees to study curriculum development .....	.51	8	The staff elects a committee to study a specific problem and report to the staff .....	.26	28
Teachers make a careful study of maladjusted pupils .....	.50	9	The department heads select committees to study curriculum development .....	.25	29
Teachers develop a definite statement of their philosophy of education .....	.48	10	Subject matter committees meet monthly to study curriculum problems .....	.24	30
Displaying new literature and bibliographies on special bulletin boards .....	.47	11			
Securing materials from other schools for committee use in curriculum study .....	.46	12			
A reading or browsing room is made available to teachers .....	.45	13			
A committee of teachers makes a survey of the interests, needs, and problems of pupils .....	.43	14			
Principal appoints a committee to study curriculum development .....	.41	15			
General staff meetings are held to hear committee reports on curriculum development .....	.38	16			
The staff makes a careful study of the socio-economic background of every pupil .....	.37	17.5			
Group study meetings are held to study certain phases of curriculum development .....	.37	17.5			
Committees are selected by the staff to work on a particular phase of curriculum development .....	.35	19.5			
Teachers make a survey of graduates for facts needed for curriculum development .....	.35	19.5			
Faculty develops a guidance bulletin for pupils .....	.35	19.5			
Committee of teachers makes survey of the vocational opportunities for graduates in the community .....	.35	19.5			

TABLE II. EVALUATION OF THIRTY TECHNIQUES OF CURRICULUM DEVELOPMENT

Technique	Index Rank
Teachers make a careful study of maladjusted pupils .....	.99 1
Committee of the staff provides books and magazines for staff use .....	.98 2
Staff cooperatively develops a guidance bulletin for use of pupils .....	.97 3
A committee makes a survey of vocational opportunities in the community .....	.96 4
Teachers make a survey of graduates for facts needed for curriculum development .....	.95 5
Current educational periodicals are made conveniently available to the staff .....	.94 6.5
Teachers cooperatively make a survey of the vocational opportunities in the community .....	.94 6.5
The staff elects a committee to study specific problems and report to the staff .....	.94 6.5
The staff makes a careful study of the socio-economic background of every pupil .....	.93 9
Staff meetings are held to hear committee reports .....	.92 10
The entire staff cooperates to survey the interests, needs, and problems of pupils .....	.91 11

A committee makes a survey of the interests, needs, and problems of pupils .....	.90	12.5		
Committees are selected by the staff to work on particular phases of the curriculum.....	.90	12.5		
The entire staff is organized into committees to study the curriculum .....	.90	12.5		
Group study meetings are held to study certain phases of the curriculum .....	.90	12.5		
Teachers develop a definite statement of their philosophy of education .....	.89	16		
Principals hold group conferences with teachers in a department..	.88	17		
Principal holds individual conferences with teachers regarding the curriculum .....	.87	18		
Organizing departments into committees to study curriculum development .....	.86	19		
A reading or browsing room is made available to teachers.....	.85	20		
The principal appoints a committee to study revision of one particular subject area.....			.84	21
Displays of new literature and bibliographies on special bulletin boards .....			.83	22.5
Securing materials from other schools for committee use in curriculum study .....			.83	22.5
The staff makes a survey of the community resources for the curriculum .....			.83	22.5
Staff cooperatively develops a plan for study of curriculum development .....			.82	25
Electing special committees to study curriculum development..			.81	26
Subject matter committees meet monthly to study their problems .....			.80	27
A bulletin of suggested readings is prepared by the principal.....			.79	28
The principal and department heads appoint curriculum committees .....			.78	29
Principal appoints a committee to study curriculum development .....			.77	30



These Articles Are Short and to the Point

GENERAL EDUCATION IN SEVENTEEN CALIFORNIA SECONDARY SCHOOLS

By H. N. McClellan, Director
of Curriculum, Berkeley Public Schools

INSTEAD OF ASSUMING that what is good preparation for college is also good preparation for life, the advocates of a reorganized secondary curriculum have raised the question: Is it not possible to provide first for the life needs of all pupils attending the secondary school, and is it not likely that this provision, if properly made, will qualify those who go to college if the colleges will relax their entrance requirements? This, in effect, was the basic question of the eight-year study of the Progressive Education Association; and the answer to the question appears to be "yes," on the basis of that study. Many secondary schools, therefore, have swung away from the core course with a subject-matter basis and have come to the point of view that the personal development of the pupil and the requirements of the social order in which he is to live should form the basis of the core.

Of seventeen schools which recently reported their curriculum patterns in a monograph of the California Society of Secondary Education, ten report a core type of curriculum organization, with seven operating on the subject basis. The term used in eight of the schools to describe the core or re-

quired program is "general," "basic," or "core course." Five schools use the term "general education"; two, "required" or "prescribed course"; and one, "trunkline." The basis of the core program in seven of the schools is described as "child needs," or "needs of youth"; six schools use "basic life activities" or "basic social functions" as the basis of the core, and four use a subject-matter basis.

In the subject fields represented in the core program, English and social studies are present in all the schools. Science usually is present in the core, and sometimes mathematics, particularly in the lower grades.

The place of physical education in relation to the core is not well defined. Because of the legal requirements, it is mentioned as a required subject in every grade. Some schools mention physical education as a part of the core, while some schools evidently add to the legal requirement additional health material under the names "health and recreation," "safety," "hygiene," "first aid," and "nutrition." This additional material usually is mentioned as part of the core, evidently a recognition of the fact that "in addition to programs of physical education it is essential that schools develop well-rounded, integrated programs of health protection, health guidance, and health instruction. A physical education program

cannot take the place of a health program, nor can health education take the place of physical education."¹

Some schools mention fine and practical arts as part of the core course in certain grades. Orientation in grade 9 or 10 and orientation and senior problems as twelfth-year requirements are mentioned by a number of the schools. Guidance as a definite field from which content is drawn is mentioned by one school, although the same practice is implied in many schools having orientation, social living, senior problems, and similar courses.

Guidance, evaluation, and work experience as definite constituents of the core curriculum are mentioned as among the criteria of a complete training in general education. Guidance as an integral part of the curriculum is mentioned by eleven schools, with its status in two schools doubtful. Evaluation is mentioned by twelve schools, with a doubtful status in one.

Work experience as a definite part of a program of general education evidently is only in its beginning. It is mentioned by only one school (Carpinteria), and the account cited seems to substantiate that school's claims. "Credit toward graduation for out-of-school work experience" is mentioned in the Los Angeles article in connection with proposals for wartime curriculum adjustments.

During the past few months there have been thrust on the schools all sorts of emergency demands which usually are considered noncurricular, or at best extracurricular. Many of these demands, if correctly organized and utilized, may provide real-life situations which will introduce realism

¹American Association of School Administrators, "Health in Schools," Twentieth Yearbook, The Association, February, 1942, p. 117.

into the curriculum and stimulate desirable modification.

Perhaps the general education program is flexible enough to respond to special (emergency) needs, at the same time carrying forward the general, or basic, program which provides the common training needed by all students. Some emergency demands (health education, first aid, nutrition, gardening, and so on) already have been incorporated in the basic program. Possibly the core program, being unspecialized and based on personal and social needs, will provide a means of keeping the secondary program for all pupils in tune with a changing world. This will furnish the needed flexibility, at the same time providing, by means of specialized subjects, for the skills, information, techniques, et cetera, needed by pupils for special interests and abilities.



WHAT IS A GOOD UNIT?

By H. D. Richardson, Arizona State Teachers College at Tempe

THE "UNIT IDEA" as an approach to improvement of teaching in the secondary school is new neither in theory nor practice. An expanding literature in the field of method and curriculum development has dealt with the nature of the unit until the concept is now dynamic and flexible enough to include various kinds of units developed by different means and directed to divergent purposes. Correspondingly, a diversity of practices has resulted in the development and utilization of good, bad, and indifferent units, depending upon the frame of reference or standards of value used for purposes of appraisal.

This state of affairs is desirable and to be expected when an idea or concept is in the process of "becoming," and hence, one should probably not be unduly alarmed when he finds, upon reviewing the literature of the "unit idea," variety, ambiguity, and some confusion. There is some danger, however, that an idea may lead such a nebulous existence that it may be difficult, if not possible, for many, particularly those who do not habitually deal with abstractions to perceive the underlying concept clearly in definite and realistic terms. There seems to be some reason to suspect that this difficulty has characterized the emergence of the "unit idea" as a well-understood and usable concept. If so, the practical-minded and conscientious teacher may welcome a set of specifications that will serve to delineate the "unit idea" so she can get hold of it and use it with what intelligence and good sense she possesses.

The following check list is presented as a set of specifications for the evaluation of the essential characteristics of a teacher-learning unit.

Directions: After becoming thoroughly acquainted with the entire unit, estimate the extent to which each of the characteristics (value standards) in the check list may be attributed to the unit. Degree values 1, 2, 3, 4, 5 may be assigned to each of the characteristics and written in the blanks to the left.

I. The Setting or Orientation

- 1. Are the principal abilities, interests, concerns, and needs of a definite pupil group recognized?
- 2. Are the essential prerequisites of the subject area or experience background definitely set forth?

II. The Objectives

- 1. Is the central objective stated as an ability to meet a type of life situation?

- 2. Are the contributory and indirect objectives functionally related to the central objectives?
- 3. Is the learning product expressed in the central objective individually meaningful and socially significant?
- 4. Do pupils participate in the formulation and acceptance of the objectives?

III. The Introduction and Approach

- 1. Does the unit originate in an immediate, vital, real, and meaningful situation and tap the interest and enthusiasm of the group?
- 2. Is the introduction a joint-cooperative activity of teacher and students?
- 3. Does the introduction and approach serve to reveal individual interests, needs, and backgrounds, and acquaint the teacher with students who will need special help and attention?
- 4. Does the introduction and approach provide the student with a comprehensive overview of the unit and an understanding of the objectives?
- 5. Does the introduction and approach leave the student with an understanding of where he may begin and of how he may engage in a variety of appropriate types of learning activities?

IV. The Directed Learning Activities

- 1. Are a variety of learning activities provided to meet individual and group interests and needs—e. g., activities that call for observation, experimenting, reading, gathering information, organizing, critical reflection, generalizing, application, creative expression, cooperative action, and social participation?
- 2. Are differentiated activities provided for pupils of different levels of ability and maturity?
- 3. Are common activities provided to assure mastery of essentials?
- 4. Are activities provided for diagnostic and remedial purposes?
- 5. Are activities provided for the improvement of work and study habits?
- 6. Are activities provided so that each pupil may experience success?
- 7. Are activities provided to help the student become more self-responsible and self-directive?

- 8. Are the planned-in-advance activities adaptable to individual needs and interests as the unit develops?
- 9. Do students have an opportunity to suggest and engage in activities not included in the original plan?
- 10. Are student study aids, source materials, and references made available?
- 11. Are teacher references and resource materials included?

V. The Evaluation of Individual Growth

- 1. Are a variety of evaluative devices utilized with a view to appraising all of the major objectives?
- 2. Do students engage in self-evaluation?

VI. General Features of Planning and Construction

- 1. Does organization and development of the unit give evidence of a unified philosophy?
- 2. Are the activities of the unit in agreement with sound principles of learning?
- 3. Do the activities of the unit contribute to a unified, lifelike experience for the learner?
- 4. Is the length of the unit determined by the extent, variety, and complexity of the learning activities essential to the realization of the objectives?
- 5. Is the unit correlated with other units?

This check list is not to be regarded as a blueprint for unit construction to which all units must be made to conform in a mechanical fashion. Rather, it is to be regarded as a set of general specifications or value standards which will serve as guides in the development and evaluation of a particular unit for a given group of students in a given situation.

Such a check list may prove useful with units that are planned in advance or developed on the spot. For either type of unit, this use will assure the inclusion of the essential features or elements of a unit. The check list is equally useful in the *evaluation* of units planned in advance or de-

veloped progressively as the situation demands. In either event, evaluation and appraisal are in order, and it is important that essentials are dealt with and trivia are ignored.

Any type or kind of unit must be for some student group and thus must be oriented in some manner to the group; it must have some objective or purpose arrived at in some way; by some means students must be introduced to it; by some strategy it must be carried forward through some kind of pupil-teacher direction and participation with the aid of some kind of learning materials and experiences; and finally, results and outcomes must be appraised in some manner. These five major phases of unit development and organization are the essentials of a unit and are therefore included in the check list. In addition several general features of planning and construction are included that serve to give balance and direction to the entire process.



**REVISION OF THE
SOCIAL STUDIES IN UTAH**

By Burton K. Farnsworth,
Director of Secondary Education

THE RECENT revision in the Utah course of study in the social studies illustrates the procedure followed in the continuous program of the State Department of Public Instruction. Utah has a state-wide textbook adoption, except for independent cities. Adoptions are for a four-year term, and the use of the book is, by law, mandatory. Each year the state adopts about one-fourth of its textbook needs.

Prior to each adoption, the state staff members who direct the programs of studies, which are about to have a new text adoption, call in a number

of successful teachers and a few local school administrators, and consider how to improve the courses under consideration. These revisions are then placed in the hands of the official State Course of Study Committee, discussed with them, and, in the main, adopted by them. This State Course of Study Committee is also the official State Textbook Committee. Having adopted the Course of Study, it searches for appropriate texts to implement and elaborate the adopted courses.

In the revision of the social studies course the committee was guided by the following considerations:

1. Over a period of years we have been gathering teaching materials and gaining experience in teaching certain fields. In so far as these are acceptable, we hope to build on them.
2. The present war situation has placed added emphasis on certain aspects and problems in American life. These should be given commensurate attention.

3. The present organization of texts and the availability of materials have been taken into consideration in determining fields for study.

4. The new polar concept of geography, the global unity of interest, and the fact that our boys are dispersed so widely over the globe all contribute to our present planning.

5. We are now painfully conscious that we do not know nor adequately understand the people who are now our allies and those who are our enemies. We hope the revised course of study will make provision for such study.

6. We are attempting to build a good neighbor relation with other American countries, particularly Latin America. Surely there must be given

new and added emphasis to these countries.

In harmony with these statements, a proposed assignment of subject matter to the various grades follows:

Seventh Grade

World Place Geography (½ year): One-half year will be devoted to an intensive review of place geography to develop an understanding of the globe on which we live—land, air, and water.

The Story of Utah (½ year): One-half year will be devoted to the Story of Utah. This will be treated again, though somewhat more advanced, as a part of the American History in the eleventh grade in its "Westward Movement" setting.

Eighth Grade

A Biographical History of the United States: The emphasis will be on men and women who have made America as they are associated with the great movements in American life.

Ninth Grade

Civics: The Individual and His Community—The emphasis will be to take Mr. Ordinary Citizen in his home town here in Utah and study how he makes a living, how he lives, how he provides for his family, his home life, his community life, his opportunities and responsibilities as a citizen. We shall then study Mr. Ordinary Citizen in type communities in other countries—our allies and our enemy countries. The purpose will be to develop an appreciation for the community life of Mr. Ordinary American Citizen.

Tenth Grade

World History: In harmony with the many suggestions of the War Institute, we propose to study those nations which are in the limelight today. The first unit ought to be a thorough review of global geography—the world

as a habitat for man. We shall then study the nations as groups of people who are playing important roles in this current world drama. We shall study the historical movements as they help to shed light on the world today, with special emphasis on current world history.

Eleventh Grade

American History and Government: The expanded emphasis in this course is an attempt to interpret for the two American continents the same movements we have heretofore studied for the United States only. For example: (1) Old world background leading to the discovery of America will be the same as heretofore. (2) The period of discovery, colonization, and struggle for supremacy will not be confined to the United States alone, but to the whole western world. (3) The efforts to attain independence and establish constitutional government will similarly consider these activities throughout the Americas and not just the United States. So with each major movement we shall see ourselves as part—often an influential leader—in the family of nations struggling along similar lines to attain great human goals.

Twelfth Grade

Problems in American Life: It is hoped a very flexible course built on current crucial problems will be developed. A unit pattern will be proposed and some dozen or more current problems listed. It is recognized that new and challenging problems are arising frequently. We think it desirable to train senior students to be alert to these problems, to help develop interest in them, and to give training in how to attack and solve them. Domestic problems recommended for study include labor, education, public debt,

tendency toward centralization of power by government, etc. International problems recommended for study include world organization for peace, world reconstruction, international relations, etc.



DEVELOPMENT OF THE LANGUAGE ARTS PROGRAM IN SEATTLE

By Edna L. Sterling,
Consultant, Language Arts Curriculum

CURRICULUM PROCEDURES have developed constructively in Seattle for many years. The growth has not been like the culture of an exotic flora; rather it has been the setting out, nourishing, and developing of whatever is indigenous to the *locale*. The curriculum in Seattle is thought of as a body of workable and working procedures rather than as a desk-drawer book. A common understanding and philosophy directs the developmental program.

The Curriculum Council is composed of area supervisors and teacher consultants who have been called from the classroom into the curriculum program for limited periods. These specialists think in terms of the complete twelve-grade program and meet once or twice a month for consultation. The establishment of a common philosophy and point of view has resulted naturally because the leaders in the various fields have already, through advanced study at the University of Washington and through workshop experiences, evolved patterns of thinking and working together. One of the most important advances evident lies in the ability of these consultants to see the whole plan and thereby adjust all parts in proper proportion. Curriculum meetings, in-service teacher-planned training courses

and demonstrations have sharpened interest and developed skillful workers. All of this has grown naturally and pleasantly under the expert direction and far-seeing leadership of W. Virgil Smith, assistant superintendent in charge of curriculum.

The language arts curriculum group, which now numbers at least fifty teachers representing all levels from kindergarten through the twelfth grade, is organized under three main headings. The hub group, or Coordinating Committee, is composed of the chairmen of the horizontal committees, representing four levels: primary, intermediate, junior high school, and senior high school; freshman, sophomore, junior, and senior years. The Vertical Committees operate with representatives from the horizontal levels in the special fields of oral work, written work, social growth, supporting program, and evaluation.

The work of language arts revision began about five years ago under the leadership of Earl A. Pfaff, now principal of Broadway High School. The revision program began with meetings held in each high school district. To these meetings came all language teachers from kindergarten through the twelfth grade. There was no pattern set for these meetings; every teacher was given an opportunity to express her opinion concerning what she liked or disliked about the *status quo* and was urged to suggest freely and explicitly any ideas she had for improvement. Two such meetings were held that year in each of the nine city high schools.

These meetings had several favorable results; they cleared the emotional atmosphere; they gave an occasion for explanation of numerous misunderstandings that naturally result

from lack of information; they helped high school teachers to comprehend the difficulties of the primary levels, and in turn opened to the intermediate teachers many of the needs and requirements of the high school years.

At first the committees were small and concerned with making general plans rather than with working out details. Teachers were asked to prepare units in the more specialized fields and to submit them to the committees. The committees examined, considered, and evaluated every suggestion submitted by every teacher. Then a tentative report for each area was prepared. This was placed in the hands of all language teachers in September, 1942. Teachers were asked to study, to use these reports, and to send in criticisms and further suggestions as their work developed. Teachers' suggestions were unfailingly the most helpful in all revisions.

Two style sheets, one for elementary and one for senior high schools, were published in 1942. These will be expanded into style manuals before the close of the 1943 school years. By developing common practices along those lines that lend themselves to established patterns the committees hope to free teachers for a more creative kind of work with the child as the center of every activity with the child's growth the motive for all experiences. To a very great degree this is a reality in the average Seattle classroom.

Plans for the publication of further materials from time to time are being formulated; however, both administration and teachers feel that the curriculum is made and remade continually by the intelligent planning of students, teachers, and administration; it is never final.

Reviews of Current Books

PETERS, CHARLES C.—*The Curriculum of Democratic Education*. New York: McGraw-Hill Co. 1942. 367 p. \$2.75.

This book is a sign and milepost along the road of educational advance. To the discerning it is a volume of evidence on how far educational thinking has gone in very recent years toward a genuinely democratic conception of learning and teaching.

This judgment is amply justified by the explicit words of the author: "We learn to live by living" (italics in the original as with all other quotations herein made); "one gets prepared for competent living by practicing competent living, and in no other way." "If books [are to] have any part in this process, we must find a way of using them as living, and not merely as verbalisms," not as mere "drill on empty verbalisms."

This means more creative and responsible activity from pupils than the older formal school either sought or got. "It is the pupils who must do the thinking, they must give birth to their own ideas." "The teacher," as Socrates said of himself, "has only the midwife's part in this." For "to instruct is to manage the situation in such way that a pupil shall have ideas come before his mind for consideration." And it is under this kind of instruction that the pupils can and do learn responsibility both to create and to choose; for "in all legitimate instruction it is the pupil himself who must accept, out of the proffered possibilities, those which he feels will

work." And in all this the truly democratic teacher "asks no other authority than the plausibility her argument intrinsically carries." Thus is democracy learned because it is really lived. "In the democratic class teachers and pupils are coworkers. Teachers talk to pupils with as much respect as pupils talk to teachers."

A controlled experiment reported by the author throws further light on his point of view as brought out in the book.

"In one borough we told the teachers there was nothing radical in the socialized school; it differs only in degree from the conventional school": "maximize respect for pupils," enlist "them in the planning"; "stress activities in arithmetic and . . . other studies which relate to life situations"; minimize "those having little place in what pupils are actually doing in life."

"In the other borough we asked for an administrative break" on the idea that the new school is "a radical departure." "We urged them to throw aside the single textbook and go on their own with teacher-pupil planning." "We encouraged them to read such books as 'Were We Guinea Pigs?'"

In the first borough, "our experiment got nowhere." "After a half-hearted attempt for a while to vitalize the course within the traditional framework, the teachers slipped back again for the most part into the conventional routine."

In the second borough, "all the teachers who tried gradually got their

stride." At the beginning these teachers "felt horribly insecure," "felt that they were floundering and wasting time." "As they felt their way experimentally, orderliness and design began to take shape . . . gradually and progressively," requiring, however, "a period of two or three years."

And "the experimental pupils" "after the initial awkwardness . . . gained in power of self-help and in cooperativeness, showed greater ability to think . . . were more liberal and alert regarding social issues, and in general developed more initiative and better personality traits than comparable pupils taught by conventional methods."

For those who have lived through the past two decades of educational controversy, the author's present attitude toward the place of science in the study of management of education will be most interesting. "The writer of this volume was one of those who, throughout the past two decades, dreamed of a science of educational engineering" (p. 89), in which educational objectives, curriculum content, grade content distribution, methods of instruction, specific devices, specific standards of attainment, would all be determined by scientific procedures. In this hope, however, "the mountains . . . labored and brought forth a mouse" (p. 90). "Some aspects of educational practice have been somewhat modified—but on the whole educational practice has scarcely been dented" (p. 90). But there have been further difficulties. "The whole conception of the place of scientific research has had to change in order to fit into the democratic regime in school" (p. 91). This scientific method had contemplated running the school system and the classroom alike

from the top down. "Can the democratic school follow any other leads than its own sense of values?" The answer is: "No, it cannot" (p. 98). What a change of outlook! How far our author has come during these years his own words tell us in no uncertain tone.

Space forbids further exposition. It stands clear that this is an excellent book, thoughtfully written, well balanced, penetrating in insight. It will serve well for study in teachers colleges and equally with groups of teachers in service concerned to study their own work. It deserves a wide sale.

A few minor points call for comment. To the reviewer it seems a misconception to suppose (pp. v, vi) that in this book there has for the first time been effected a "synthesis" of the living-learning conception of method and the inductively studied needs of society. The two have been mutually present all the time in the better writings. It seems too a misconception to suppose that John Dewey's dictum "education is life" denied any consideration of "preparation" for the future. It would be truer to say that a regard for the future is definitely asserted throughout the whole range of his educational discussion. Careful re-reading discloses to the reviewer no substantial difference between the Dewey of 1916 and the Dewey of 1938 contrary to what the author seemed to think. Finally, it may be added that the discussion (p. 43) on indoctrination is not quite clear. But these are in comparison distinctly minor points. The book is an excellent book. It is a pleasure to commend it.

WILLIAM HEARD KILPATRICK.
New York City

WILLIAMS, E. I. F.—*The Actual and Potential Use of Laboratory Schools in State Normal Schools and Teachers Colleges*. Contributions to Education, Number 846. New York: Bureau of Publications, Teachers College, Columbia University. 1942. 259 p. \$2.65.

This is a report of an inquiry into the way laboratory schools are used in connection with teacher-training programs in state normal schools and state teachers colleges. The data were obtained primarily by means of a questionnaire, to which over four-fifths of the institutions responded.

The investigation makes detailed inquiry into the types of teacher-training curriculums, patterns of organization of laboratory courses, and types of experiences afforded in laboratory schools. Attention is given to differences in use made of campus and off-campus laboratory schools, experiences afforded to student teachers, facilities provided, and problems connected with their use and control.

Among findings of interest reported several are provocative of thought:

1. Too few students are enrolled in curriculums preparing teachers for elementary schools, especially one- and two-teacher schools. The type of curriculum most commonly offered is designed to prepare for teaching in kindergarten-primary, followed next in order by the intermediate grades, the general elementary grades, senior high school and junior high school. Only about two-fifths offer a curriculum to prepare teachers for one- and two-teacher schools, yet it is in these that large numbers of teachers secure their first positions.

2. Only about a fourth of the institutions have one- or two-teacher laboratory schools. Potentially, however,

the median distance within which off-campus rural and village schools are available is ten miles.

3. The work of the theory and practice departments in teacher-training institutions lacks integration.

4. Flexibility is lacking in amount of laboratory experience required of student teachers of differing capacities, needs, and abilities within one institution.

5. Relatively little use of laboratory schools is made for scheduled demonstrations before groups.

6. The time span of student teachers' laboratory experiences is short, even for those pursuing four-year curriculums. In no curriculum does the median time equal a full academic year.

Several recommendations are offered including a formula for determining size of enrollment needed in laboratory schools. In making them there is evidence of careful thought and more than customary acquaintance with the literature and research in the field of teacher training.

No attempt was made to ascertain the quality of the laboratory school experiences provided, yet the recommendation is made that the length of contact with laboratory schools and the standard amount of student teaching in all curriculums be increased. A recent unpublished doctor's dissertation reports that in a large number of laboratory schools the quality of work going on is mediocre and conventional. To increase the amount of student-teacher contact with such schools would not be of much value; in fact, to do so might even be harmful. A more proper recommendation might be that the programs of laboratory schools should be improved so that student teachers' contacts with them may be more profitable.

The author made no investigation of the experimental practices in laboratory schools, believing they should not engage in experimentation. In support of his belief he quotes several authorities. No mention is made of a considerable number of authorities who believe experimentation is a function of the laboratory school.

Though the text is replete with tables of data and with references to authorities, it is very readable and well organized. No one actively concerned with teacher education, especially the functions of laboratory schools, can afford not to familiarize himself with this study.

REUBEN R. PALM
Los Angeles County Schools



RORER, JOHN ALEXANDER — *Principles of Democratic Supervision*. New York: Bureau of Publications, Teachers College, Columbia University, 1942. 230 p. \$2.35.

"We must admit," writes John Alexander Rorer under the title of his recent *Principles of Democratic Supervision*, "that in most respects supervision, while lacking professional status, in some respects is now or tends to become a real profession within the major teaching profession." In this reviewer's opinion it is penetrating studies such as the Rorer study which will assist supervision to become professionally mature.

From a comprehensive and careful survey of textbooks, yearbooks, magazine articles, and miscellaneous reports on supervision, the author selected a body of principles which he classified under the general headings of principles concerning the nature, the purposes, the organization of supervision and principles concerning the super-

visory technique. Then against criteria for democratic education "generally representative" of John Dewey, John L. Childs, William H. Kilpatrick, George S. Counts, Harold Rugg, Boyd H. Bode, and R. Bruce Raup, he evaluated the varying viewpoints under each respective classification. From this evaluation Rorer derived a set of principles of democratic supervision.

No time is lost by the writer in presenting arguments for democratic education. It is assumed that American society is built upon a democratic platform and that education in the United States accepts a democratic way of life as its broad general aim. Implications of democratic procedure are not substantiated by direct reference nor by immediately supporting evidence. This does not necessarily weaken the author's thesis, but permits him to make an easy and unlabored transition from a briefly stated educational philosophy to specific inferences pertaining to the supervisory aspect of education. The entire volume is thus conserved for the development of principles covering the techniques of supervision and the relation of supervision to administration, to teaching, and to learning.

Clearly and pointedly the principles selected as basic to democratic supervision indicate that supervision begets results which are kindred to the attitudes, ways, methods, and relationships of those engaged in supervision. Supervision is dignified by the study and is accorded a responsible place in educational leadership, a function complimentary to administration in its influence upon students, teachers, parents, and the community as a whole. The book will be found stimulating and suggestive to supervisors and worthy of the attention of adminis-

trators. It is direct and forceful in its portrayal of education's responsibility and supervision's share in the responsibility for developing "social individuals who are capable of solving their individual everyday problems through self-initiative" and "who see their own good wrapped up in that of the group."

For supervisors and directors of instruction, *Principles of Democratic Supervision* should serve as a stimulus to more cooperative assumption of leadership in the development of self-directing and creative teachers who in turn will inspire and encourage self-expressive and socially interested children and youth. As a frame of reference for professional improvement, the volume should have a definite effect upon the expansion of restricting practices which are not conducive to democratic behavior. It should be instrumental in eliminating autocratic tendencies in school organization and administration.

BERNICE BAXTER
Oakland Public Schools



BINGHAM, FLORENCE C., Editor—
Community Life in a Democracy.
Chicago: National Congress of Parents and Teachers. 1942. 246 p.
\$1.00.

In spite of obvious mis-titling, this is a good book. Its chief concern is with children, their safety, health, welfare, and education. Like the two preceding volumes issued by the National Congress of Parents and Teachers on *Our Homes and Schools for Democracy*, this book is designed as a guide for local Parent-Teacher Association reading and discussion, social study, and action. It is well edited

and informative, although more idealistic than need be, more so than the facts of "community unity" would appear to warrant.

Of the nineteen chapters in the book, three are properly concerned with community. E. W. Burgess, in a "close-up of modern main street," wanders well over the world in his assignment, with particular emphasis on urban social problems. Louis Wirth writes about "the new birth of community consciousness," due in the main to the war. W. C. Hallenbeck has an excellent chapter on "surveying the community," proposing a six-step plan of study that can be followed by any group of parents and teachers. If this chapter is open to any criticism at all, it is in terms of the relative inattention to "planning a program" and "organizing for action." To hold that local groups "will need no directions" in these matters simply seems contrary to some years of experience in this work.

Among the chapters devoted to the growth and well-being of children, William G. Carr's discussion of many schools as "islands separated from the mainland of life by a deep moat of convention and tradition" is a kind of recurring theme. John K. Norton has assembled important facts on "the vocational outlook, Katharine F. Lenroot on "invaders," commercial and otherwise, of the children's world, Ralph H. Ojemann on personality development and guidance, and W. W. Pangburn on recreation. These chapters and others conclude with implications for action by Parent-Teacher Association groups, and the last section in this series deals with the purposes and achievements of the national Parent-Teacher Association organization.

All in all, *Community Life in a Democracy* can be recommended without hesitation to the audience for which it was intended. Its price and format, as well as its content, should make it a most welcome addition to any school-staff library.

LLOYD ALLEN COOK

Ohio State University



GREGG, HAROLD—*Art for the Schools of America*. Scranton, Pennsylvania: International Textbook Company. 1941. 191 p. \$2.00.

This is a book designed to be helpful to the classroom teacher in the rural or small community school. In the first of its five parts the author develops the concept of the nature and function of elementary school art. Part II is concerned with the problem of the development of art appreciation. The main portion of the book, Part III, called "The Teachers Handbook," is divided into four sections dealing with teaching methods; principles of the visual arts; techniques for figure drawing, water color painting, nature interpretation, linoleum, block printing; and other craft processes. In Parts IV and V the author discusses and illustrates the problems of planning and integration. A suggested program for eight years of elementary school art is included.

The style and general spirit of the

book are excellent and it is unfortunate that some of the splendid generalizations about purpose and method are not more clearly related to the discussion of work with materials. The author having stressed the value of the experimental approach exhibits a tendency toward the academic in his steps 1, 2, 3 processes.

One of the finest qualities of the book is the genuine love of nature which permeates the whole text. Yet in spite of the variety of suggested materials, the old image of the painting of the tulip on the teacher's desk keeps coming to mind. Perhaps this is due to the fact that arts are still interpreted as "Fine," for the descriptive materials include chiefly drawing and painting and craft processes to the exclusion of sawing, hammering, concrete pouring, gardening, digging, cooking, and dancing.

The reader longs for emphasis on the cooperative approach to the work and the development of social meanings. These the arts can and must foster if they are to have a place in the world of the 1940's. The values stressed are recreational and cultural, which, although they are extremely important, are far from being all-inclusive. *Art for the Schools of America* still seems much too far removed from most of the problems of daily living.

MARY ALBRIGHT GILES
Genola, Georgia



New Publications

BOOKS

JACKSON, DOYLE D., AND IRVIN, W. B.—*The Unit Method of Learning and Teaching*. Distributed by Texas Tech, College Bookstore, Lubbock, Texas. 1942. 331 p. \$3.00.

KELLER, FRANKLIN J., Chairman—*Vocational Education*. The Forty-Second Yearbook of the National Society for the Study of Education, Part I. Chicago: The Department of Education, the University of Chicago. 1943. 494 p. Cloth cover, \$3.25. Paper cover, \$2.50.

LANDRETH, CATHERINE—*Education of the Young Child*. New York: John Wiley and Sons, Inc. 1942. 279 p. \$2.50.

MEIKELJOHN, ALEXANDER—*Education Between Two Worlds*. New York: Harper & Brothers, 49 East Thirty-Third Street. 1942. 303 p. \$3.00.

REEVES, FLOYD W.—*Education for Today and Tomorrow*. Cambridge, Massachusetts: Harvard University Press. 1942. 65 p. \$1.00.

RORER, JOHN ALEXANDER—*Principles of Democratic Supervision*. New York: Bureau of Publications, Columbia University. 1942. 230 p. \$2.35.

Schools and Man Power—Today and Tomorrow. Twenty-First Yearbook. Washington, D. C.: American Association of School Administrators, 1201 Sixteenth Street, N. W. 1943. 448 p. \$2.00.

TIREMAN, L. S., AND WATSON, MARY—*La Comunidad: Report of the Nambe Community School*. Albuquerque, New Mexico: University of New Mexico Press. 1943. \$2.00.

VICKERY, WILLIAM E., AND COLE, STEWART G.—*Intercultural Education in American Schools*. Proposed Objectives and Methods. New York: Harper & Brothers, 49 East Thirty-Third Street. 1943. 214 p. \$2.00.

WILLIAMS, E. I. F.—*Actual and Potential Use of Laboratory Schools*. New York: Bureau of Publications, Columbia University. 1942. 259 p. \$2.65.

WILSON, LOUIS R., Chairman—*The Library in General Education*. The Forty-Second Yearbook of the National Society for the Study of Education, Part 2. Chicago: The Department of Education, The University of Chicago. 1943. 383 p. Cloth cover, \$3.00. Paper cover, \$2.25.

PAMPHLETS

ARNDT, C. O.—*The Far East*. An Annotated List of Available Units, Courses of Study, and Other Curricular Material Dealing with the Far East. Washington, D. C.: United States Office of Education. 1943. 11 p. Mimeographed. Free.

BLOUGH, GLENN O.—*Teaching Manual to Accompany the Basic Science Education Series*. Primary. Evanston, Illinois: Row, Peterson and Company. 1943. 47 p. Paper cover.

Delaware's Children. Wilmington, Delaware: The Delaware Citizens Association. 1943. 105 p. Paper cover. Free but supply is nearly exhausted.

Distorted Map: Distribution of World Population. Denver, Colorado: National Opinion Research Center, University of Denver. 1943. Map, 11" x 17". 25 cents.

GREENBIE, SYDNEY—*The Central Five: Guatemala, Honduras, El Salvador, Nicaragua, Costa Rica*. The Good Neighbor Series. Evanston, Illinois: Row, Peterson and Company. 1943. 84 p. Paper cover. 56 cents.

Group Discussion and Its Techniques. A Bibliographical Review. Washington, D. C.: Superintendent of Documents. 1942. 57 p. Paper cover. 10 cents.

Heating Your Home in Wartime for Comfort, Economy, Health. St. Paul, Minnesota: The Minnesota Resources Commission, State Capitol. 1942. 32 p. Paper cover. Free.

Income Tax Guide. Chicago: Household Finance Corporation. 1943. 27 p. Paper cover. Free.

Little Known Facts About the Scheduled Air Transport Industry. Washington, D. C.: Air Transport Association of America, 1515 Massachusetts Avenue. 1942. 22 p. Paper cover. Free.

Pennsylvania and the Federal Union. Harrisburg: Pennsylvania Historical Commission. 1942. 16 p. Mimeographed. Free.

Series on Care of Household Equipment. Prepared by Bureau of Home Economics, United States Department of Agriculture. Issued jointly with Office of Price Administration. Washington, D. C.: Superintendent of Documents. 1942. 8 p. folder. 5 cents. \$1.00 per 100 copies.

How to Make Your Gas or Electric Range Last Longer.

How to Make Your Washing Machine Last Longer.

How to Make Your Ironing Equipment Last Longer.

Take Care of Household Rubber.

Special Teaching Kit for Upper Grades. Chicago: United Air Lines Building, Municipal Airport. Contains teacher's manual, 24 pictures, etc. 1942. 25 cents.

STEVENSON, MARIETTA—Toward More Social Security. Social Action. New York: 289 Fourth Avenue. February 15, 1943. 40 p. Paper cover. 15 cents.

Toward Democratic Living at School. Washington, D. C.: Association for Childhood Education, 1201 Sixteenth Street, N. W. 1943. 31 p. Paper cover. 35 cents.

United States Air Mail Service. Map. Washington, D. C.: Post Office Department. 1941. Free.

United States Foreign Air Service. Map. Washington, D. C.: Post Office Department. 1941. Free.

ZAPOLEON, MARGUERITE WYKOFF—Community Occupational Survey. United States Office of Education. Washington, D. C.: Superintendent of Documents. 1942. 199 p. Paper cover. 25 cents.

CURRICULUM BULLETINS

Guiding Principles in Curriculum Development. Curriculum Bulletin No. 2. Brooklyn, New York: Board of Education of the City of New York, 110 Livingston Street. 1943. 32 p. Paper cover. 15 cents.

NEW YORK STATE EDUCATION DEPARTMENT. English Handbook for Teachers in Elementary Schools. Albany, New York: The Department. 1940. 285 p. Paper cover. 25 cents.

NEW YORK STATE EDUCATION DEPARTMENT. Science, Grades 1-6. Albany, New York: The Department. 1942. 182 p. Paper cover. 25 cents.

WASHINGTON PUBLIC SCHOOLS—Course of Study in Arithmetic for Grades 1, 2, 3. Washington, Pennsylvania: Washington Public Schools. 1942. 56 p. Mimeographed. 75 cents.

WAR PUBLICATIONS

Adapting Virginia's School Program to Meet the Needs of the Country Under War Conditions. Richmond, Virginia: State Department of Education. 1942. 35 p. Mimeographed.

Air Youth Charts. Washington, D. C.: Air Youth Division, National Aeronautic Association. 22" x 34".

No. 1. Parts of a Plane. Undated. 10 cents.

No. 2. Military Aircraft Silhouettes. 1942. 15 cents.

No. 3. Military Aircraft Silhouettes. 1942. 15 cents.

BRODIE, FAWN M.—Peace Aims and Post-War Planning. Boston, Massachusetts: World Peace Foundation, 40 Mt. Vernon Street. 1942. 53 p. Paper cover. 25 cents.

CURETON, THOMAS K., AND OTHERS—Physical Fitness. Chicago: American Library Association, 520 North Michigan Avenue. 1943. 10 p. Paper cover. 25 cents.

Education for Civilian Defense Bulletins. Albany, New York: State Department of Education. 1942. Paper cover. Free.

No. 1. Community Program of Child Care, Development, and Protection. 16 p.

No. 2. Selection and Training of Volunteers as Child Care Aides. 21 p.

No. 3. Parents Prepare: Maintaining Family Morale in Wartime. 22 p.

No. 7. Program of Advanced Training for Volunteer Child Health Aides. 15 p.

No. 8. Child Care Development and Protection Suggested Record Forms and Their Use. 48 p.

No. 10. Parents Prepare: A Supplement to Bulletin No. 3, Maintaining Family Morale in Wartime. 48 p.

No. 11. Guides for Establishing Nursery Schools and Child Care and Development Centers. 45 p.

Electrical Safety in Wartime. New York: Public Relations Committee, International Association of Electrical Inspectors, 85 John Street. 1943. 15 p. Paper cover. 2 cents.

High School Faces War. Baltimore Bulletin of Education. Vol. 20, No. 2, February, 1943. Baltimore, Maryland: Editor, 3 East Twenty-Fifth Street. 30 p. Paper cover. Free.

High School Science and Mathematics in Relation to the Man Power Problem. Reprint from School Science and Mathematics. Chicago: Robert J. Havighurst, Chairman, Cooperative Committee on Science Teaching, University of Chicago. 1943. 31 p. Paper cover. Free.

LITTELL, JOHN McGREGOR—Draft's Impact on Education. The Littell Digest, Number 28. South Orange, New Jersey: The Author, P. O. Box 58. 19 p. Mimeographed. 50 cents.

LOWENBERG, MIRIAM E.—Food for Young Children in Group Care. Children in Wartime, No. 4. United States Department of Labor. Washington, D. C.: Superintendent of Documents. 1942. 34 p. Paper cover. 10 cents.

NATIONAL EDUCATION ASSOCIATION—Wartime Handbook for Education. Washington, D. C.: The Association, 1201 Sixteenth Street, N. W. 1943. 63 p. Paper cover. 15 cents.

Physical Fitness Through Physical Education. Victory Corps Series. Pamphlet No. 2. Washington, D. C.: Superintendent of Documents. 1942. 102 p. Paper cover. 25 cents.

Planning for the Postwar World. Building America, Volume 8, No. 3. New York: Americana Corporation, 2 West Forty-Fifth

Street. December, 1942. 29 p. Paper cover. 30 cents.

Point Ration Budget Calendar. Chicago: Household Finance Corporation. 1943. 8 p. folder. Free.

Preinduction Training Courses. Washington, D. C.: Superintendent of Documents. 1942. Paper cover. 10 cents.

Fundamentals of Electricity. A Basic Course 46 p.

Fundamentals of Machines. A Basic Course. 34 p.

Fundamentals of Shopwork. A Basic Course. 41 p.

Fundamentals of Radio. An Applied Course. 24 p.

Fundamentals of Automotive Mechanics. An Applied Course. 51 p.

Priorities for Elementary School Social Studies. Boston, Massachusetts: W. Linwood Chase, Boston University School of Education, 84 Exeter Street. 1943. 23 p. Mimeographed. 15 cents.

PROVIDENCE PUBLIC SCHOOLS. Courses of Study. Providence, Rhode Island: Department of Public Schools. 1943. Mimeographed. 75 cents.

Basic Mathematics. 48 p.

Preinduction Training Course. Fundamentals of Radio. 46 p.

Preinduction Training Course. Fundamentals of Electricity. 54 p.

Preinduction Training Course. Fundamentals of Machines. 50 p.

Schools, the War and Democracy, The. The Report of the 1942 Workshop. Philadelphia, Pennsylvania: The Board of Public Education. 1942. 24 p. Paper cover. Free.

Suggested Activities for Air Raid Alert Periods. Brooklyn, New York: Board of Education of the City of New York, 110 Livingston Street. 1943. 28 p. Paper cover. Free but supply is nearly exhausted.

Tale of a City. Washington, D. C.: Division of Public Inquiries, Office of War Information. 1942. 23 p. Paper cover. Free.

TAYLOR, M. FLAVIA, Editor—The McKees Rocks Schools at War. Grades 1-12. Course of Study. McKees Rock, Pennsylvania: Public Schools. 1943. 248 p. Mimeographed. \$1.50.

TOWER, HAROLD E.—Strip Cropping for War Production. Farmers' Bulletin No. 1919. Washington, D. C.: Superintendent of Documents. 1943. 46 p. Paper cover. 10 cents.

War on the Home Front, The. How You as a Consumer May Help Win the War. San Francisco, California: 1355 Market Street. Office of Price Administration. 1942. 40 p. Free.

Wartime Farm and Food Policy Series. Ames, Iowa: The Iowa State College Press. 1943. Paper cover. 20 cents.

REID, MARGARET G.—Food Strategy. Pamphlet No. 1. 40 p.

SCHULTZ, THEODORE W.—Farm Prices for Food Production. Pamphlet No. 2. 43 p.

SCHICKELE, RAINER—Man Power in Agriculture. Pamphlet No. 3. 50 p.

You and the War. Washington, D. C.: United States Office of Civilian Defense. 1942. 30 p. Paper cover. Free from local and state defense councils.

SCHOOL BOOKS

BAYLES, ERNEST E., AND BURNETT, R. WILL—Biology for Better Living. New York: Silver Burdett Company. 1942. 754 p. \$2.28.

COLBERT, MILDRED—Kutkos, Chinook Tyee. Boston: D. C. Heath and Company. 1942. 228 p. \$1.12.

HART, WALTER W.—Essentials of Algebra. Boston: D. C. Heath and Company. 1943. 472 p. \$1.68.

